



# Training & Development





# Let's Know Each Other

- *Name:*
- *Background Knowledge Probe*
  - *Graduated from:*
  - *Current Occupation:*
  - *Business sector:*
  - *Years of experience:*
- *E-mail:*
- *Mobile:*





# Expectations





# Course Overall Aim

In **EIGHT** weeks, and by the end of this course, you will be:

- Provided with the relevant **knowledge** and **skills** that will enable you to function properly in your **HR training & development field**.
- Able to **align** training activities, career management and performance management with organizational goals and objectives.



# Learning Goals

## I. Foundational Knowledge:

By the end this course, you should acquire the basic knowledge of:

1. Training & Development
2. Performance Management & Appraisal
3. Managing Careers



# Learning Goals

## :II. Application

By the end of this course, you should be able to design an effective:

1. Training **plan** & evaluate its outcome
2. Training & development **policies** & **procedures**
3. Performance appraisal **form** (using different tools)
4. Career management **plan** for yourself and others



# Learning Goals

## :III. Integration

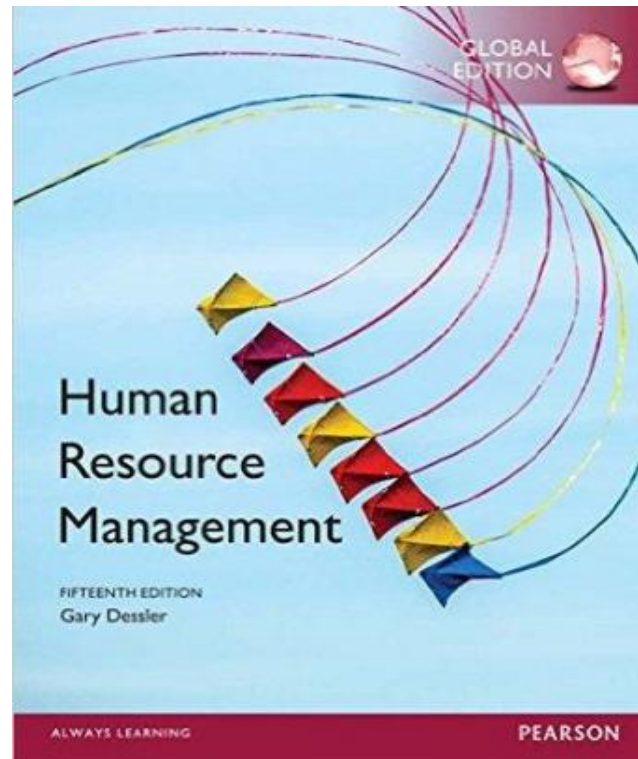
By the end of this course you'll be able to integrate:

- 1- The outcome of employee **performance** appraisal with the **training** & development plan.
- 2- The **training** and development initiatives & activities with the company's business **strategy**.
- 3- **Career path** with **training** & development activities and **performance** appraisal outcomes.



# Required Textbook

## Human Resource Management







# Training Sessions Norms



1. Smoking
2. Mobiles
3. Foods and beverages
4. Break time
5. Latecomers
6. Questions
7. Attendance "80%"
8. Group workshops
9. Home assignments
10. Outside readings

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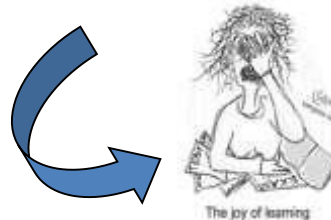


"Oh hi. I'm on a training course."



# Grading Methodology

Graded Components	Percent
Participation in Guided Discussions	10 %
Presentations	5%
Class Workshops & Case Studies	10%
Home Assignments	15%
Final Exam (MCQ, T&F and Short Essay)	60 %





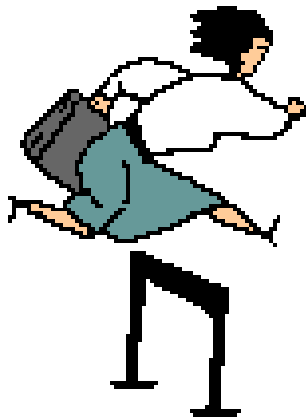
# Course Overview



**Chapter :10**  
**Managing Careers**



**Chapter :9**  
**Performance Management & Appraisal**



**Chapter :8**  
**Training & Developing Employees**



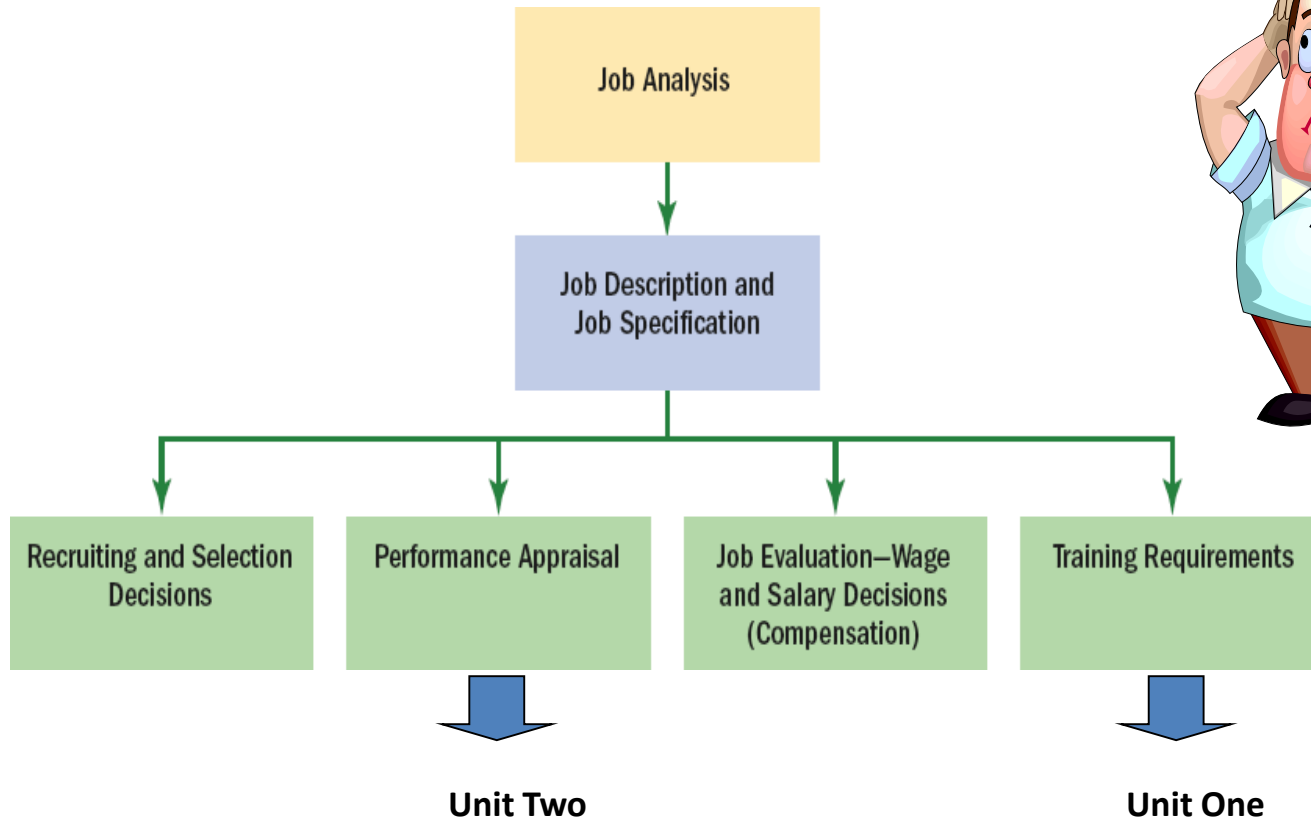
## Scheduled Classes – HRD #

Session	Date	Unit Covered
One		Unit 1: Training & Developing Employees
Two		
Three		
Four		Unit 2: Performance Management & Appraisal
Five		
Six		Unit 3: Management & Organization
Seven		
Eight		Review
Nine		Final Exam



# Course Integration

## Summary of Uses of Job Analysis Information





# Training and Developing Employees

## Unit One



# LEARNING OUTCOMES

1. Recognize the importance of formal employee orientation. **Develop** a meaningful new-employee orientation
2. Discuss how **training** can **contribute** to companies' business **strategy**.
3. **Design** effective training systems
4. Explain how to distinguish between problems you can **fix** with training and those you can't.
5. **Develop** HR **policies and procedures** for training



One thing is certain in today's Global workplace:

**It “will change”**







# Training & Development

➤ Even the BEST new and experienced employees will need some degree of training at times.

– Types of training needed by employees include

- ✓ **Orientation** of new employees to the company and the job
- ✓ Specific **job-related** training
- ✓ **Re-training** as new skills are needed in an ever-changing workplace.





# Important Definitions

- Training

- The process of teaching employees the basic short- term skills they need to perform their **current jobs**, and to better meet the **organization's goals**.

- Development

- The process of building employees long-term capabilities they need to perform **future jobs**, and to better meet the **organization's goals**.



# Training vs. Development

	<b>Training</b>	<b>Development</b>
<b>Focus</b>	Current	Future
<b>Use of work experience</b>	Low	High
<b>Goal</b>	Preparation for current job	Preparation for changes
<b>Participation</b>	Required	Voluntary

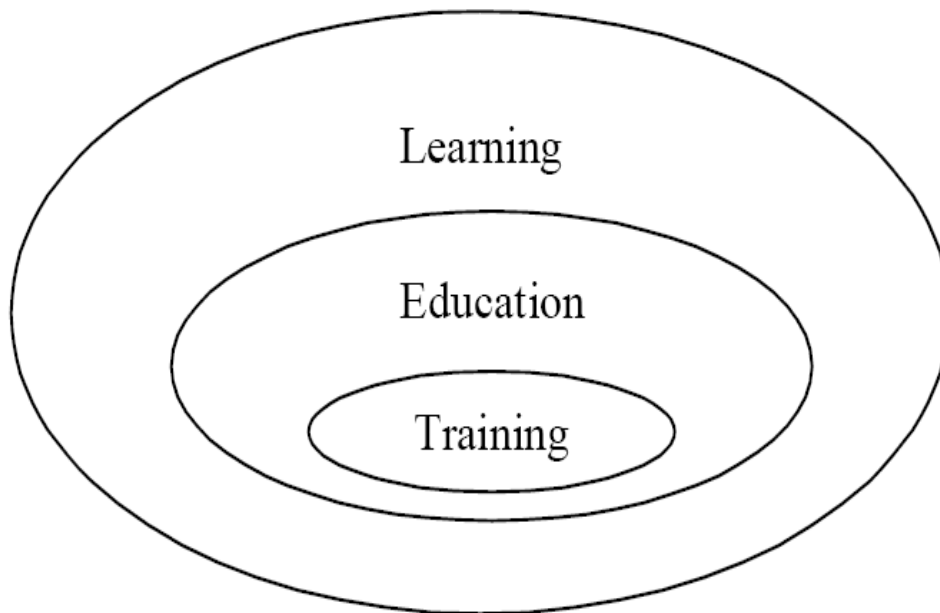


# Training & Development and Other HRM Functions

Availability of training can aid in recruitment	<b>Recruitment</b>	Provide an additional source of trainees
Training may permit hiring less-qualified applicants	<b>Selection</b>	Effective selection may reduce training needs
Training aids in the achievement of performance	<b>Performance Appraisal</b>	A basis for assessing training needs and results
Training and development may lead to higher pay	<b>Compensation Management</b>	A basis for determining employee's rate of pay
Training may include a role for the union	<b>Labor Relations</b>	Union cooperation can facilitate training efforts



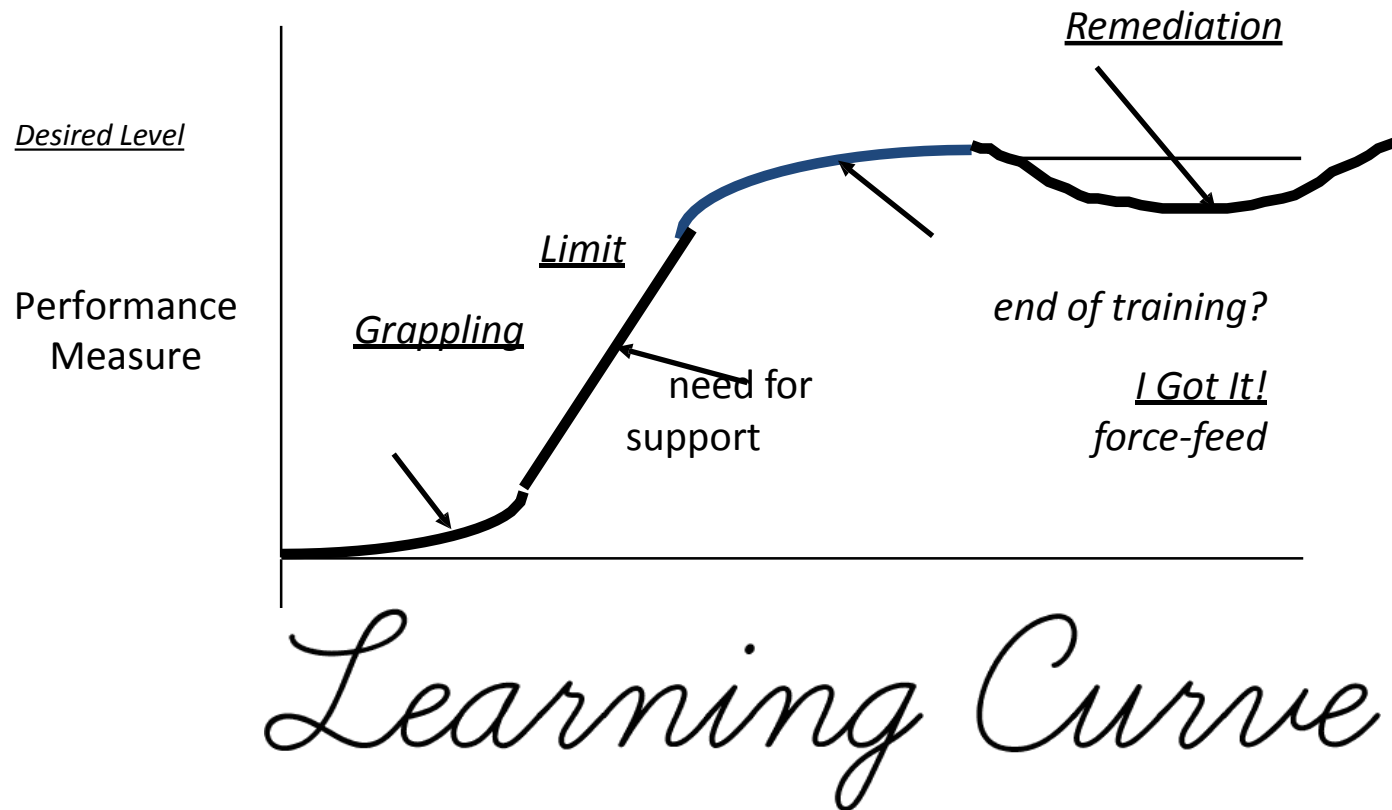
# Important Definitions



Training may be represented as a small oval wholly contained within a larger oval labeled education, which itself is completely enclosed within an even larger oval circle of learning.

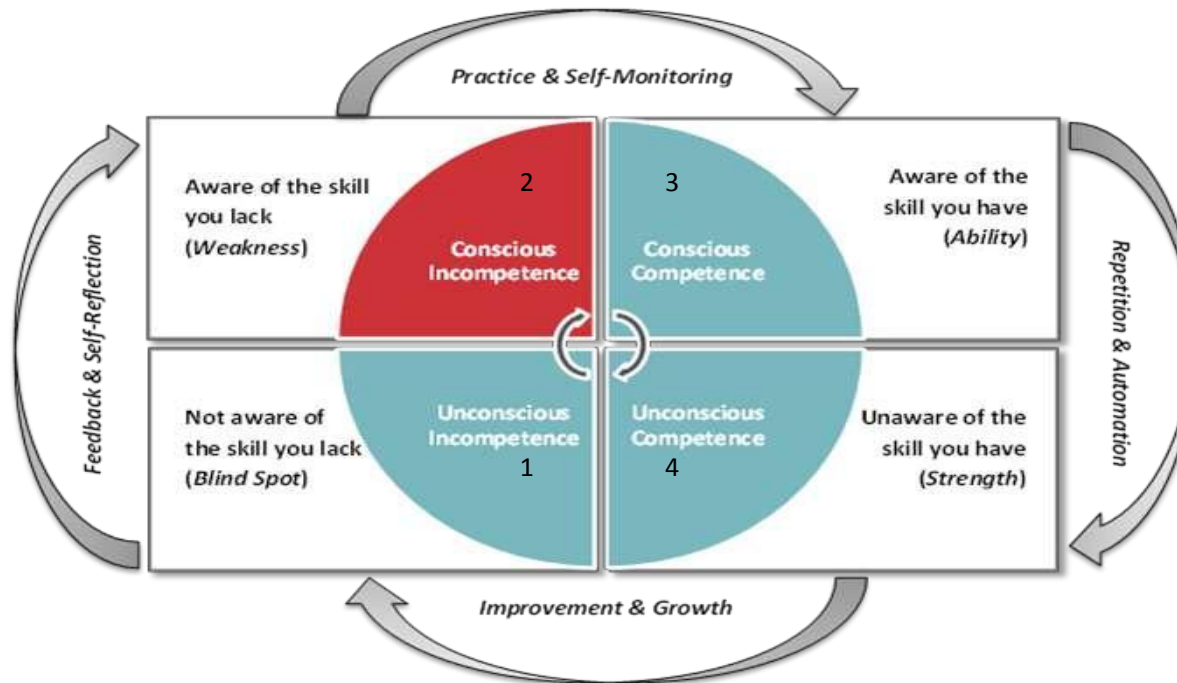


# Learning Curve





# 4 Learning Phases

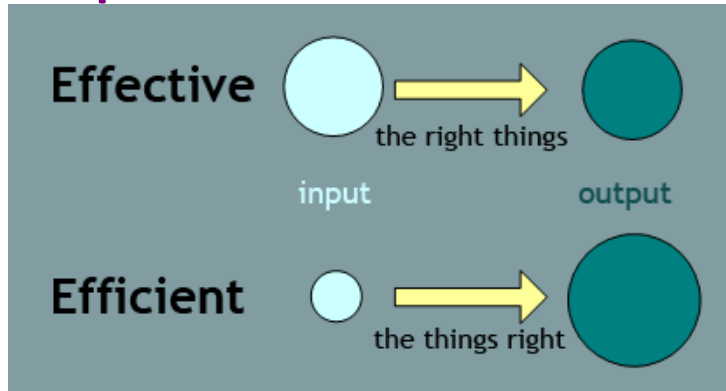


1. You Don't know that you Don't Know
2. You know that you Don't Know
3. You know that you Know
4. You Don't know that you Know





# Important Definitions



**Competent  
(Able to do)**

**Committed  
(will do)**

	Competent Committed	Not Competent Committed
	Competent Not Committed	Not Competent Not Committed





# Objective :1 Socialization & Orientation



# Socialization & Orientation

## Organization socialization (Orientation)

–The process of giving new employees the information (**employee**-centered and **organization**-specific information) they need in order to ***do their work*** comfortably, effectively, and efficiently.

### ➤ *Phase I: Anticipatory socialization*

– Process that helps individuals **develop expectations** about the company, job, working conditions, and interpersonal relationships (before joining the co).



# Socialization & Orientation

## Realistic job preview

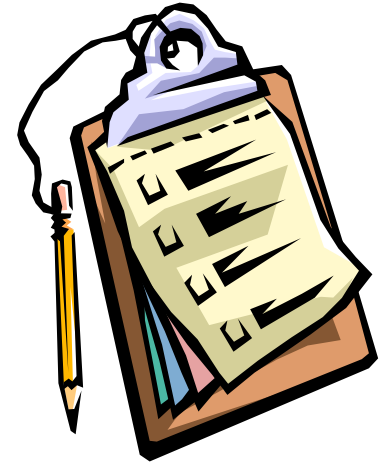
- Provides accurate information about the unattractive and attractive aspects of the job, working conditions, company , and location

## ➤ *Phase II: Encounter.*

- Phase of socialization that occurs when an employee begins a new job (**shock and surprise**)

## ➤ *Phase III : Settling-in*

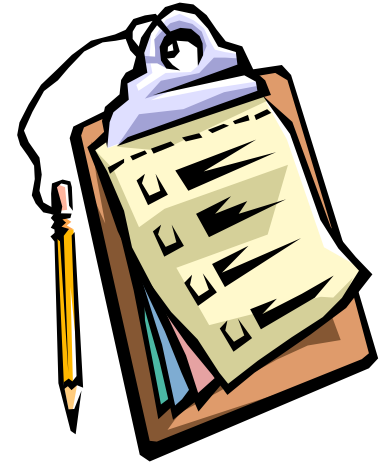
- Phase of socialization that occurs when employees are **comfortable** with job demands and social relationships.



## Socialization & Orientation

### Why Orientation Is Important?

- Orientation explains **basic information** the employee needs to function effectively
- Makes new employee feel **welcome and at home**
- Describes the organization – the **big picture**
- Defines **expected** work **behavior**
- Socializes new employee in **company's ways of doing things (culture)**



## Socialization & Orientation

### Benefits of Orientation

- Lower turnover
- Increased productivity
- Improved employee morale
- Lower recruiting and training costs
- Facilitation of learning
- Reduction of the new employee's anxiety



Types of  
Information  
Conveyed in an  
Orientation

*Employee-Centered Information*

Compensation, including pay rates, deductions, overtime, and holiday pay

Benefits, including insurance, holidays, leave, and retirement

Facilities, including food services/cafeteria, parking, restrooms, security, first aid, security, and badges/name tags

Details of job duties, including work hours, job description, and performance criteria

Department tour, including work space/office, entrances/exits, supervisor's location, water fountains, and smoking areas

Career planning, including development opportunities and resources for growth

*Organization-Specific Information*

Overview of organization, including introduction, history, and customs/traditions

Safety, including precautions and accident-reporting procedures

Employee relations, including reporting sick leave, length of probationary period and limitations of activities associated with that, expectations and disciplinary practices, and grievance process

Policies and procedures

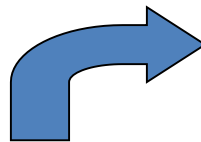
Where to find resources and who to call to report discrimination or illegal activities

Community activities and sponsored events



# Socialization & Orientation

- Programs may range from ***brief***, informal introductions to ***lengthy***, formal courses



Sample orientation  
day checklist



## NEW EMPLOYEE DEPARTMENTAL ORIENTATION CHECKLIST

(Return to Human Resources within 10 days of Hire)

NAME:	HIRE DATE:	SSN:	JOB TITLE:
DEPARTMENT:	NEO DATE:	DEPARTMENTAL ORIENTATION COMPLETED BY:	
TOPIC		DATE REVIEWED	N/A
1. HUMAN RESOURCES INFORMATION			
a. Departmental Attendance Procedures and UCSD Healthcare Work Time & Attendance Policy		a. _____	<input type="checkbox"/>
b. Job Description Review		b. _____	<input type="checkbox"/>
c. Annual Performance Evaluation and Peer Feedback Process		c. _____	<input type="checkbox"/>
d. Probationary Period Information		d. _____	<input type="checkbox"/>
e. Appearance/Dress Code Requirements		e. _____	<input type="checkbox"/>
f. Annual TB Screening		f. _____	<input type="checkbox"/>
g. License and/or certification Renewals		g. _____	<input type="checkbox"/>
2. DEPARTMENT INFORMATION			
a. Organizational Structure-Department Core Values Orientation		a. _____	<input type="checkbox"/>
b. Department/Unit Area Specific Policies & Procedures		b. _____	<input type="checkbox"/>
c. Customer Service Practices		c. _____	<input type="checkbox"/>
d. CQI Effort and Projects		d. _____	<input type="checkbox"/>
e. Tour and Floor Plan		e. _____	<input type="checkbox"/>
f. Equipment/Supplies		f. _____	<input type="checkbox"/>
• Keys issued		_____	<input type="checkbox"/>
• Radio Pager issued		_____	<input type="checkbox"/>
• Other _____		_____	<input type="checkbox"/>
g. Mail and Recharge Codes		g. _____	<input type="checkbox"/>
3. SAFETY INFORMATION			
a. Departmental Safety Plan		a. _____	<input type="checkbox"/>
b. Employee Safety/Injury Reporting Procedures		b. _____	<input type="checkbox"/>
c. Hazard Communication		c. _____	<input type="checkbox"/>
d. Infection Control/Sharps Disposal		d. _____	<input type="checkbox"/>
e. Attendance at annual Safety Fair (mandatory)		e. _____	<input type="checkbox"/>
4. FACILITIES INFORMATION			
a. Emergency Power		a. _____	<input type="checkbox"/>
b. Mechanical Systems		b. _____	<input type="checkbox"/>
c. Water		c. _____	<input type="checkbox"/>
d. Medical Gases		d. _____	<input type="checkbox"/>
e. Patient Room		e. _____	<input type="checkbox"/>
• Bed		_____	<input type="checkbox"/>
• Headwall		_____	<input type="checkbox"/>
• Bathroom		_____	<input type="checkbox"/>
• Nurse Call System		_____	<input type="checkbox"/>
5. SECURITY INFORMATION			
a. Code Triage Assignment		a. _____	<input type="checkbox"/>
b. Code Blue Assignment		b. _____	<input type="checkbox"/>
c. Code Red – Evacuation Procedure		c. _____	<input type="checkbox"/>
d. Code 10 – Bomb Threat Procedure		d. _____	<input type="checkbox"/>
e. Departmental Security Measures		e. _____	<input type="checkbox"/>
f. UCSD Emergency Number 6111 or 911		f. _____	<input type="checkbox"/>

\*This generic checklist may not constitute a complete departmental orientation or assessment. Please attach any additional unit specific orientation material for placement in the employee's HR file\*

I have been oriented on the items listed above \_\_\_\_\_



# Socialization & Orientation

## Human Resources and Orientation

- *In a small organization, supervisors often are responsible for orienting their employees.*
- *In fact, the supervisor may decide what is covered in the orientation.*
- *In large organizations, a more formal orientation program is conducted by the HR department.*





## Socialization & Orientation

### ➤ *The HR department*

- typically covers topics related to the organization's policies and procedures, and has the employee fill out the necessary paperwork.

### ➤ *The Supervisor*

- is responsible for topics related to performing a particular job in a particular department and the involvement of co-workers.



## Socialization & Orientation

### ➤ *Employee Handbook:*

*A document that describes an organization's;*



- Conditions of employment, **policies** regarding employees, administrative **procedures** & related matters.
- In large organizations with an **HR department**, a handbook of information may be provided for new employees and will spell out orientation procedures to follow.



# Class Exercise

Employee Engagement Guide for  
Managers: Onboarding at Toyota





# Home Assignment

Design an Employee “Orientation Program” For Your Organization, Including Intended Goals, Main Activities, Responsibilities, and Time Frames.





## Objective 2: Discuss how training can contribute to 'companies business strategy





## Organization's Goals

- *Vision*
  - A general statement of its intended direction that evokes emotional feelings in organization members
- *Mission*
  - Spells out who the company is, what it does, and who it serves
- *Values*
  - Is a basic belief about what's right or wrong or about what should or shouldn't do.
- *Strategy*
  - The company's long-term course and how it will balance its internal SW with its external OT to maintain a competitive advantage.



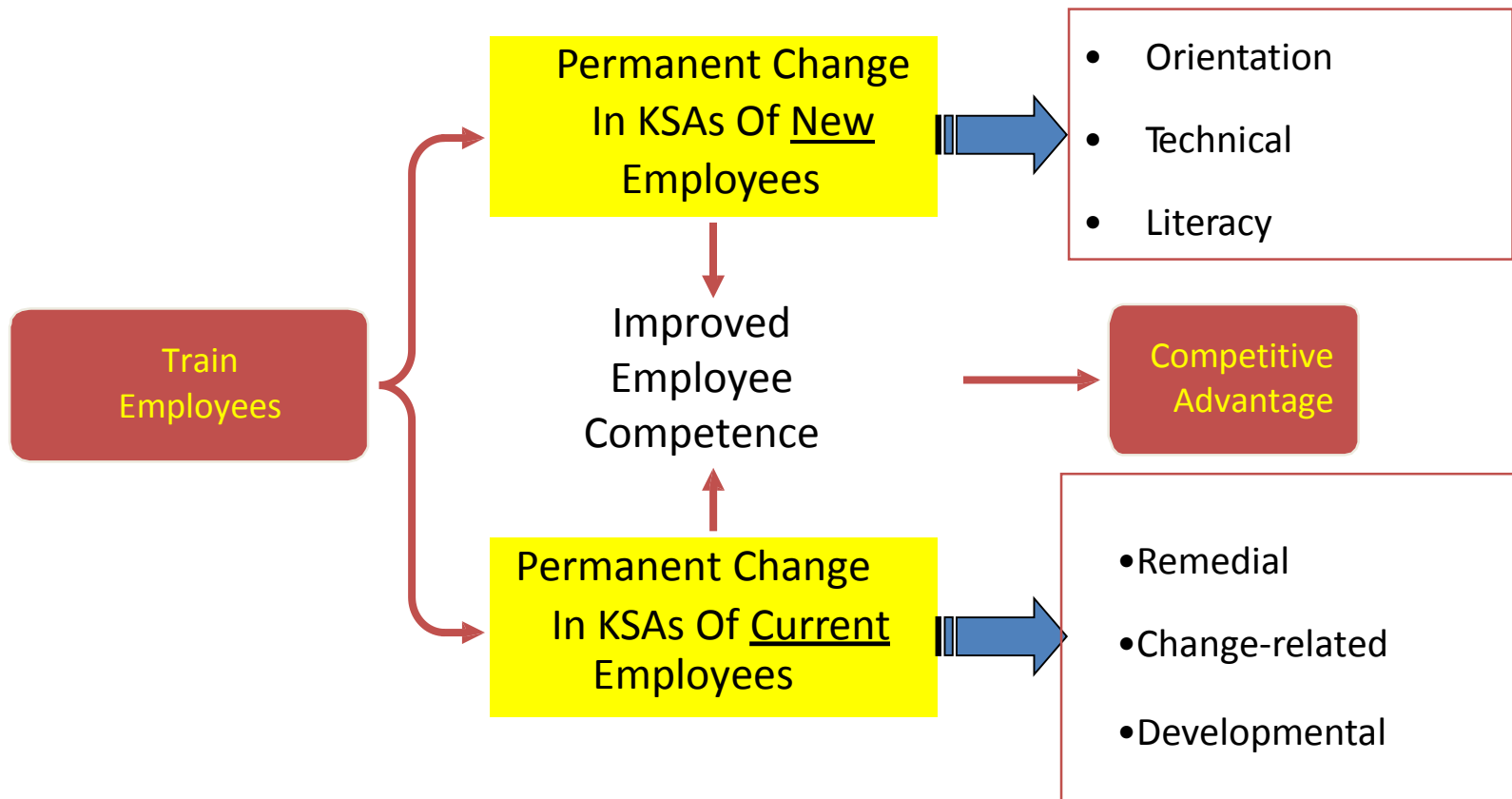
# Strategic Training Process



Ref: HRM Gaining A Competitive Advantage – Raymond Noe 5<sup>th</sup> Edition 2005



# Competitive Advantage



Human Resource Management, nanielK .S ecnerwaL ,E/2  
2000 ©by South-Western College Publishing





# Implications of Business Strategy for Training

<u>Strategy</u>	<u>How Achieved</u>	<u>Key Issues</u>	<u>Training Implications</u>
Concentration	-Improve quality	-Enhance current skills -Develop work force	-technical skills training -team building -cross-training -on-the-job training
Organic Growth	-Global expansion -New products -Joint ventures	-Innovation -Creating new jobs & tasks	-cultural training -creativity training -communication -technical skills
External Growth (acquisitions)	- Acquire firms	-Integration -Redundancy -Reorganization	-integrate training systems -team building -change management -identify capabilities
Retrenchment	-Cost reduction -redefine goals (turnaround) -Spinoff	- Efficiency	-stress & time management -change management -cross-training -outplacement



# Feedback & Assessment

- Minute Paper (please write down what you've learned in this lecture and what remains to be answered)



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**BUSINESS**

EXECUTIVE EDUCATION

# Lecture 2



## Lecture Overview

- Different models of designing an effective training system.
- Raymond Noe's Model:
  - Conduct needs assessment
  - Ensure employee readiness for training
  - Create learning environment
  - Ensure transfer of training
  - Select training methods
  - Evaluating Training Programs



## Objective 3: Designing Effective Training Systems.





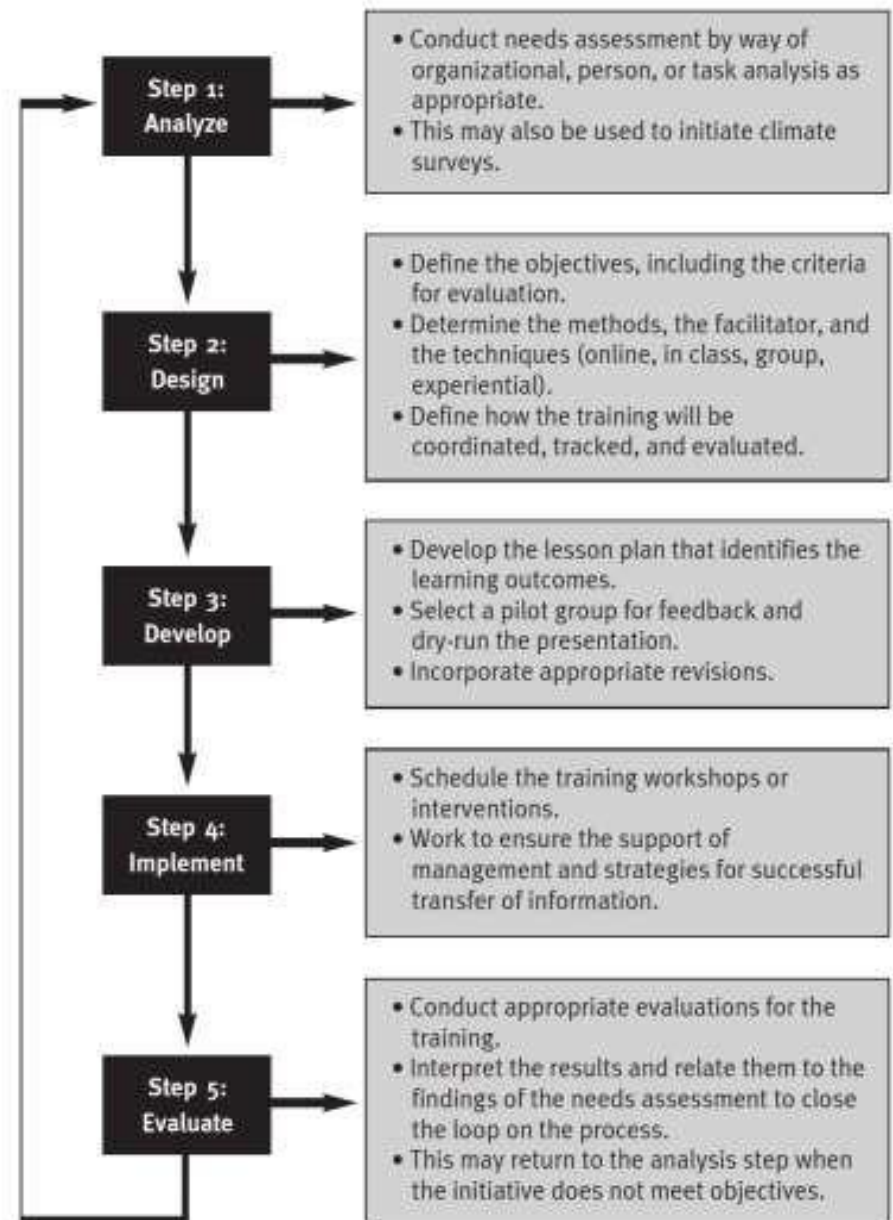
# Designing Effective Training Systems

- Two of the most popular systems are:
  1. **ADDIE** model (analysis, design, development , implementation, and evaluation) and the
  2. **ISD** model (instructional system design)
- **Both models** are systems approach to training, ensuring that the how, what, why, where, who, and when of **training** are addressed.
- **Other models** are more or less the same idea with different nomenclatures. Except for “**Raymond Noe**” who discusses the model from the **Trainees’ psychological** point of view.



# Designing Effective Training Systems

## ADDIE –Model

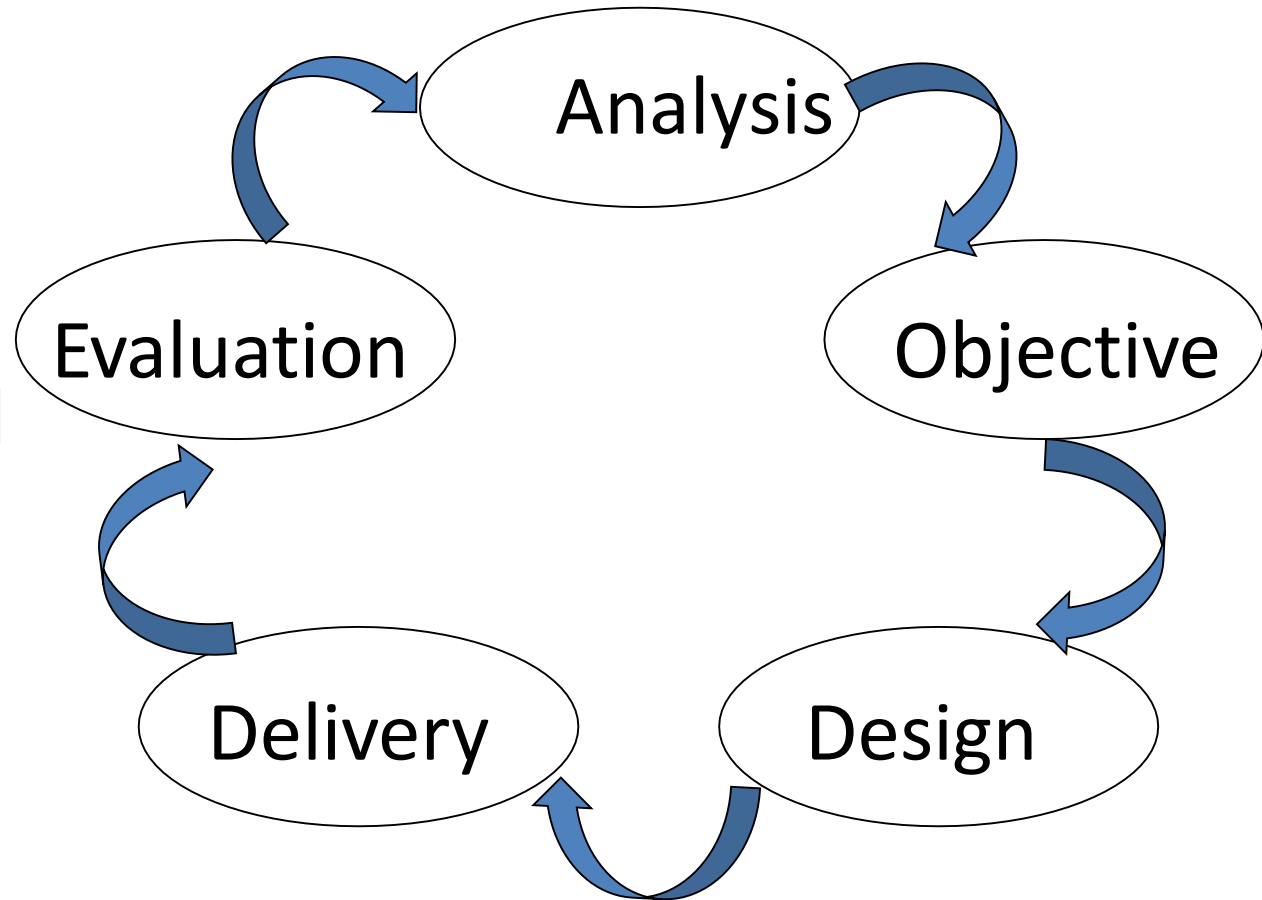






# Designing Effective Training Systems

ISD –Model





# Designing Effective Training Systems

## 5 D's Model

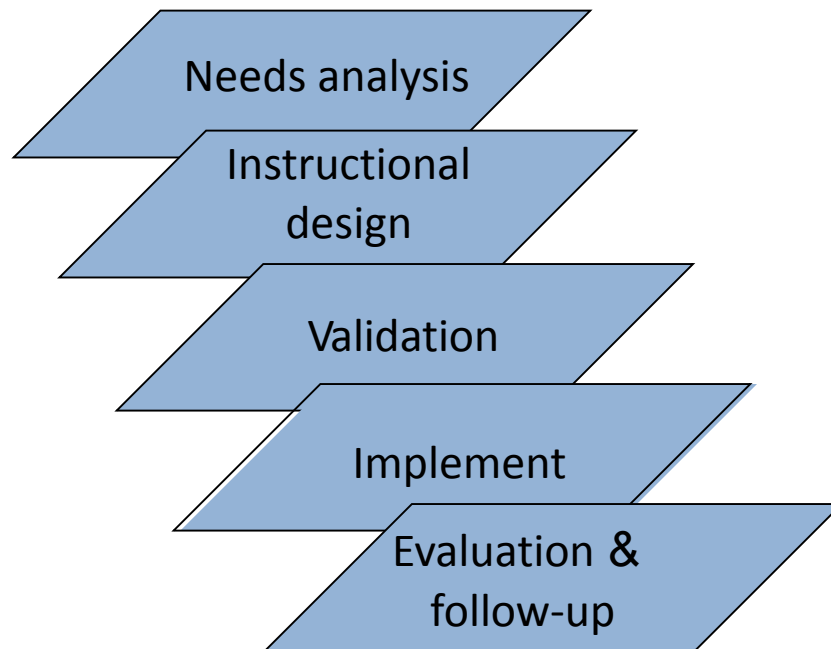


- **D**irection (Objectives)
- **D**esign (Assess participants needs )
- **D**evelopment (Teaching Materials )
- **D**elivery (Training)
- **D**etermination (Evaluation & follow-up)



# Designing Effective Training Systems

## Gary Dessler



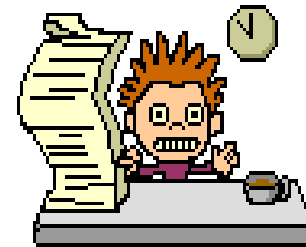
Ref: Human Resource Management – Dessler G. 12<sup>th</sup> Edition 2011



# Designing Effective Training Systems

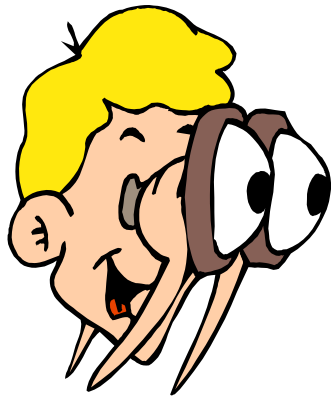
## Raymond Noe

1. Conduct needs assessment
2. Ensure employee readiness for training
3. Create learning environment
4. Ensure transfer of training
5. Select training methods
6. Evaluate training program

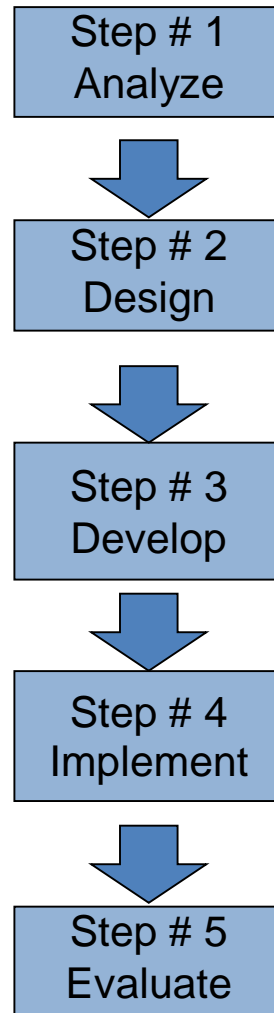




# Designing Effective Training Systems



## ADDIE



Raymond Noe

### 1. Needs Assessment

- Organizational analysis
- Task analysis
- Person analysis

### 2. Ensuring Employees' Readiness for Training

- Attitudes and motivation
- Basic skills

### 3. Creating a Learning Environment

- Identification of learning objectives and training outcomes
- Meaningful material
- Practice
- Feedback
- Observation of others
- Administering and coordinating program

### 4. Ensuring Transfer of Training

- Self-management strategies
- Peer and manager support

### 5. Selecting Training Method

- Presentational methods
- Hands-on methods
- Group methods

### 6. Evaluating Training Programs

- Identification of training outcomes and evaluation design
- Cost-benefit analysis

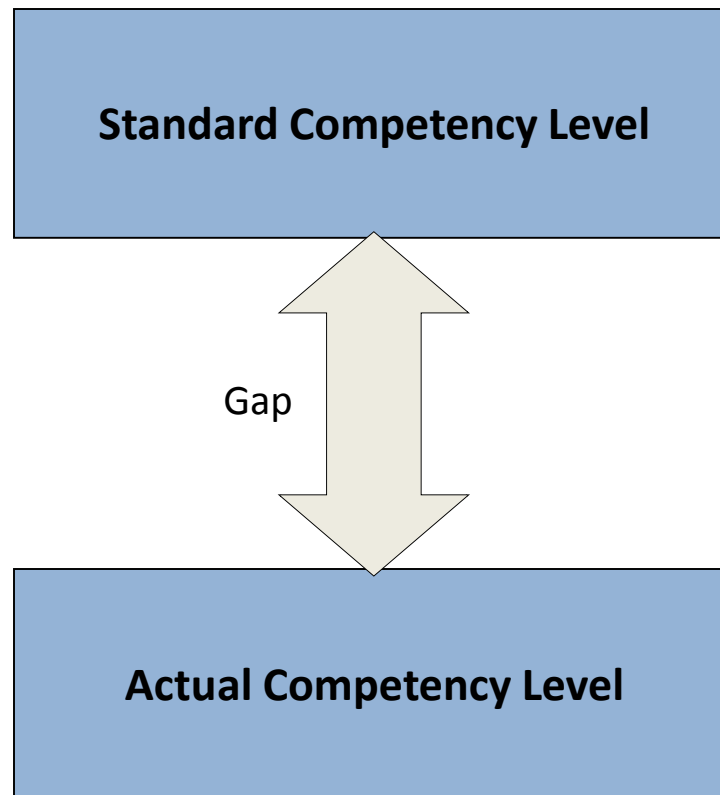


# 1. Analyze: Conduct Training Needs Assessment (TNA)





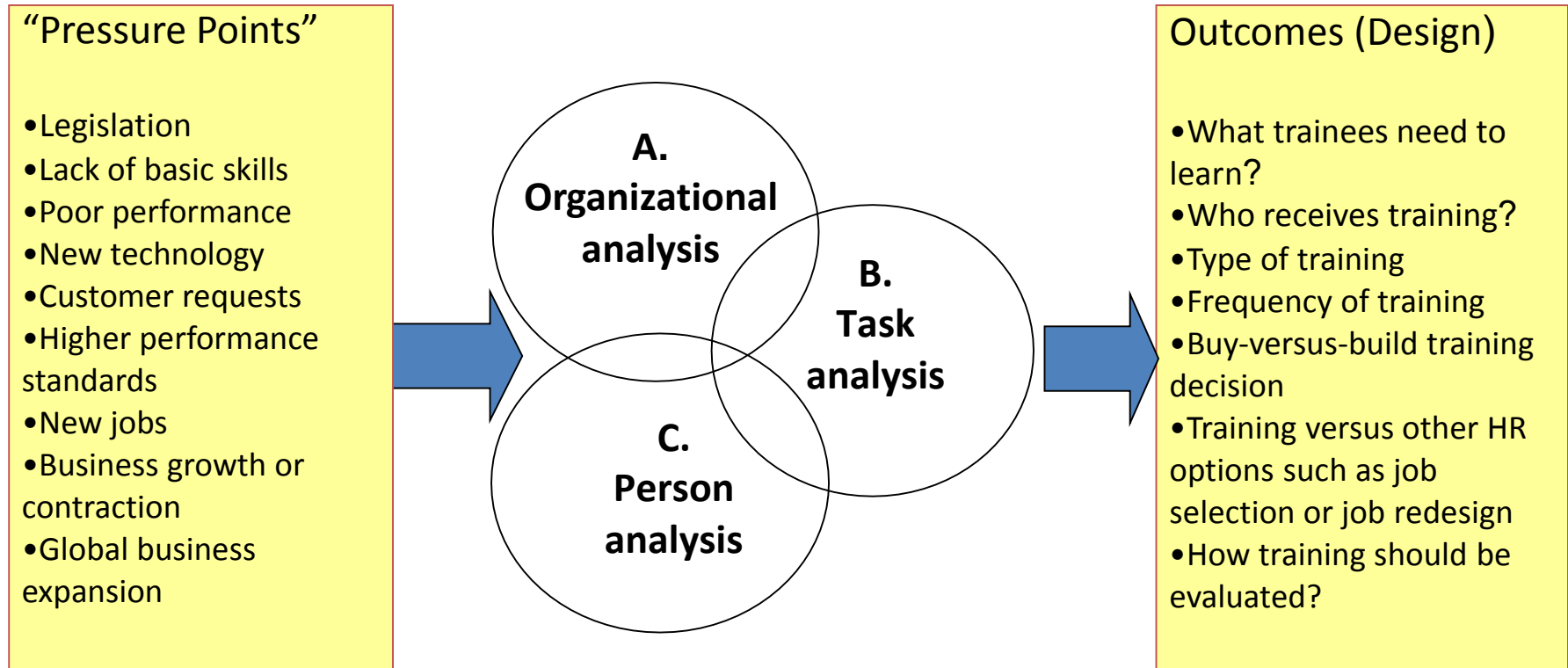
# 1. Training Needs Assessment (TNA)







# 1. Training Needs Assessment (TNA)





# 1. Training Needs Assessment (TNA)

## A. Organizational analysis

- Examining the environment, strategies, and resources of the organization to determine where training emphasis should be placed, to enable the organization to deliver on its mission.

## B. Task analysis

- Identifying the competencies (knowledge, skills and, attitudes – KSA) needed to carry out a specific task ,or group of tasks up to a certain standard.

## C. Person analysis

- A process for determining who needs training, and whether employees are ready for training.



# 1. Training Needs Assessment (TNA)

## A. Organizational analysis

- **Strategy of the organization**
  - Training should help the company achieve its business strategies
- **Support of managers and peers**
  - If managers' and peers' attitudes and behaviors are not supportive, employees are not likely to apply training content to their jobs
- **Supporting Resources for training**
  - It's important to identify whether the company has the budget, time and expertise for training



# 1. Training Needs Assessment (TNA)

## B. Task analysis

### Importance

- 4= Task is critical for effective performance
- 3= Task is important but not critical
- 2= Task is of some importance
- 1= Task is of little importance

### Frequency

- 4= Task is performed once a day
- 3= Task is performed once a week
- 2= Task is performed once a months
- 1= Task is performed once or twice a year

### Difficulty

- 4= Effective performance of the task requires extensive prior experience and/or training ( 18-12months or longer)
- 3= Effective performance of the task requires minimal prior experience and training ( 12-6 months)
- 2= Effective performance of the task require a brief period of prior training and experience (1-6 months)
- 1= Effective performance of the task does not require specific prior training and/ or experience.



# 1. Training Needs Assessment (TNA)

## B. Task analysis

Job: Electrical Maintenance Worker

Task Description	Frequency of Performance	Importance	Difficulty
Replace a light bulb	1 2 3 4	1 2 3 4	1 2 3 4
Replace an electric outlet	1 2 3 4	1 2 3 4	1 2 3 4
Install a light fixture	1 2 3 4	1 2 3 4	1 2 3 4
Replace a light switch	1 2 3 4	1 2 3 4	1 2 3 4
Install a new circuit breaker	1 2 3 4	1 2 3 4	1 2 3 4



# 1. Training Needs Assessment (TNA)

## C. Person analysis

- **Person characteristics**
  - Employees KSA (knowledge, skills and abilities)
- **Input**
  - Instructions and equipments they are given to help them to perform.
- **Output**
  - A job's performance standards
- **Consequences**
  - The incentives that employee receive for performing well
- **Feedback**
  - From their managers on how well they are meeting objectives.



# 1. Training Needs Assessment (TNA)

- Different sources of data are needed to conduct the analysis on each level

Level of analysis	Focus of the analysis	Sources of data
Organisational needs (raising the performance of the whole organisation)	Whole organisations' business goals Organisational climate Future market place changes and trends Current capability of the people in quantity, range and variety Current levels of performance	Manpower or staffing plan and future forecasts Skills and knowledge audit of all the people Capability requirements of new technology or structural changes Productivity and efficiency indicators, balanced scorecard Business plans and strategies Organisational climate/employee satisfaction surveys Customer or client feedback and reviews Internal requests from staff and managers Evaluation of current training
Job needs (raising the performance of groups of people with the same job)	Range of jobs or groups of jobs Tasks needed with required standard of performance Skills, knowledge and attitudes required Professional qualifications	Job descriptions and person specifications Objectives, standards and targets Tactical priorities and objectives Observations or shadowing Expert interviews or focus groups Customer or client feedback Professional institute membership
Individual needs (raising the performance of small teams or individuals)	Profile of person in terms of their skills, knowledge and attitude Standard required of person to perform tasks to required level Career and promotions	Performance or annual appraisal Personal Development Plans Observations and shadowing Interviews and questionnaires with individual and their manager Customer or client feedback





# 1. Training Needs Assessment (TNA)

- Sample self-assessment form

مستوى المهارة الحالي لدى الموظف في ضوء احتياجات الوظيفة			درجة الأهمية لأداء مهام الوظيفة ينجح		
مرض	مرض جزئيا	بحاجة ماسة للتحسين	عالية	متوسطة	منخفضة

المهارات العامة

## تحليل الاحتياجات التدريبية (أخصائي اقتصاد و تجارة ثالث - قطاع إعداد و متابعة الخطة)

هذا التحليل يساعد في فهم الاحتياجات التدريبية للموظف المدرج أدناه. يستخدم هذا التحليل حصريا لأغراض وضع خطة التدريب والتنمية. من هنا فإن إدارة الموارد البشرية تشجعك على استكمال هذا التقييم بدقة و موضوعية. كما تعتمد إدارة الموارد البشرية بالحفاظ الدائم على سرية هذا التحليل. بالمقابل، تتوقع إدارة الموارد البشرية منك أيضا الحفاظ سرية كافة الردود التي تقدمها في هذا التحليل.

### 1- بيانات الموظف:

اسم الموظف (ثلاثية)	
المنصب الوظيفي	
المجموعة الوظيفية	الرئيسية
الدرجة	الثالثة
القطاع	إعداد و متابعة الخطة القومية
الإدارة المعززة	
الإدارة العامة	
الرتبة المباشرة	

### 2- الاحتياجات المعرفية:

مستوى المعرفة الحالي لدى الموظف في ضوء احتياجات الوظيفة			درجة الأهمية لأداء مهام الوظيفة ينجح			مجال المعرفة المطلوب
إتمام تام	إتمام جزئي	غير ملم	عالية	متوسطة	منخفضة	
						إختصاصات الوزارة
						القوانين المنظمة لأعمال الوزارة
						التأثيرات العامة للموازنة
						الكتب الدورية الصادرة من وزارة المالية
						الإستحقاقات الدستورية

استخدام التكنولوجيا

اللغات الأجنبية: الإ

إدارة الوقت: يميز

الأولويات. ينفذ المهام بالت

التواصل: يوصي

شفافية و كتابة

المهار

بناء العلاقات: يتعاون

مذابة و تقييم الإدا

المرتجة حول أداءه، و ي

إدارة التغيير: يتقبل

إدارة المشروعات:

المهام حتى نهايتها

التنظيم و تنسيق الم

السلالات

للوصول إلى المعلو

المهارات الفنية (المسة

مقر

وضع و تقييم دراس

تخصيص الموارد

إدارة الموازنات ال

تعيين الدلائل التي



## 8 Questions to ask vendors and consultants

1. How much and what type of experience does your company have in designing and delivering training?
2. What are the qualifications and experiences of your staff ?
3. Can you provide demonstrations or examples of training programs you have developed?
4. Would you provide references of clients for whom you worked?
5. What evidence do you have that your programs work?
6. Will the training program be customized to meet the company's needs?
7. How long will it take to develop the training program?
8. How much will your service cost?



## 2. Ensure Employees' Readiness for Training





## 2. Ensure Employees' Readiness for Training

- Readiness for training refers to whether:
  - 1 **The Employees** have the personal *characteristics* (ability, attitudes, beliefs, and motivation) necessary to *learn* program content and apply it on the job.
  - 2 **The work environment** will facilitate learning and not interfere with performance.



## 2. Ensure Employees' Readiness for Training

### ➤ Employees' Motivation to Learn:

- **Self-efficacy** is the employees **belief** that they can successfully learn the content of the training program.
- **Awareness** of training needs, career interests, and goals are the link between the training program and **improvement of their skills**.
- Understanding the **benefits** or consequences of training by communicating to them the potential **job-related career benefits** they may receive as a result of attending the training program.



## 2. Ensure Employees' Readiness for Training

### Employees' Motivation to Learn:

- **Basic Skills;** reading, writing and communication skills needed to understand the content of the training program.
- **Cognitive Ability;** includes three dimensions: verbal comprehension, quantitative ability, and reasoning ability.



### 3. Creating a Learning Environment



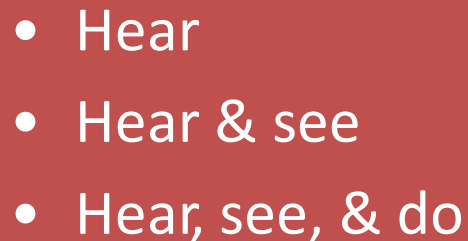




## 3. Creating a Learning Environment

### How to Maximize Participant Learning

- ✓ Gain and maintain trainees' **attention**.

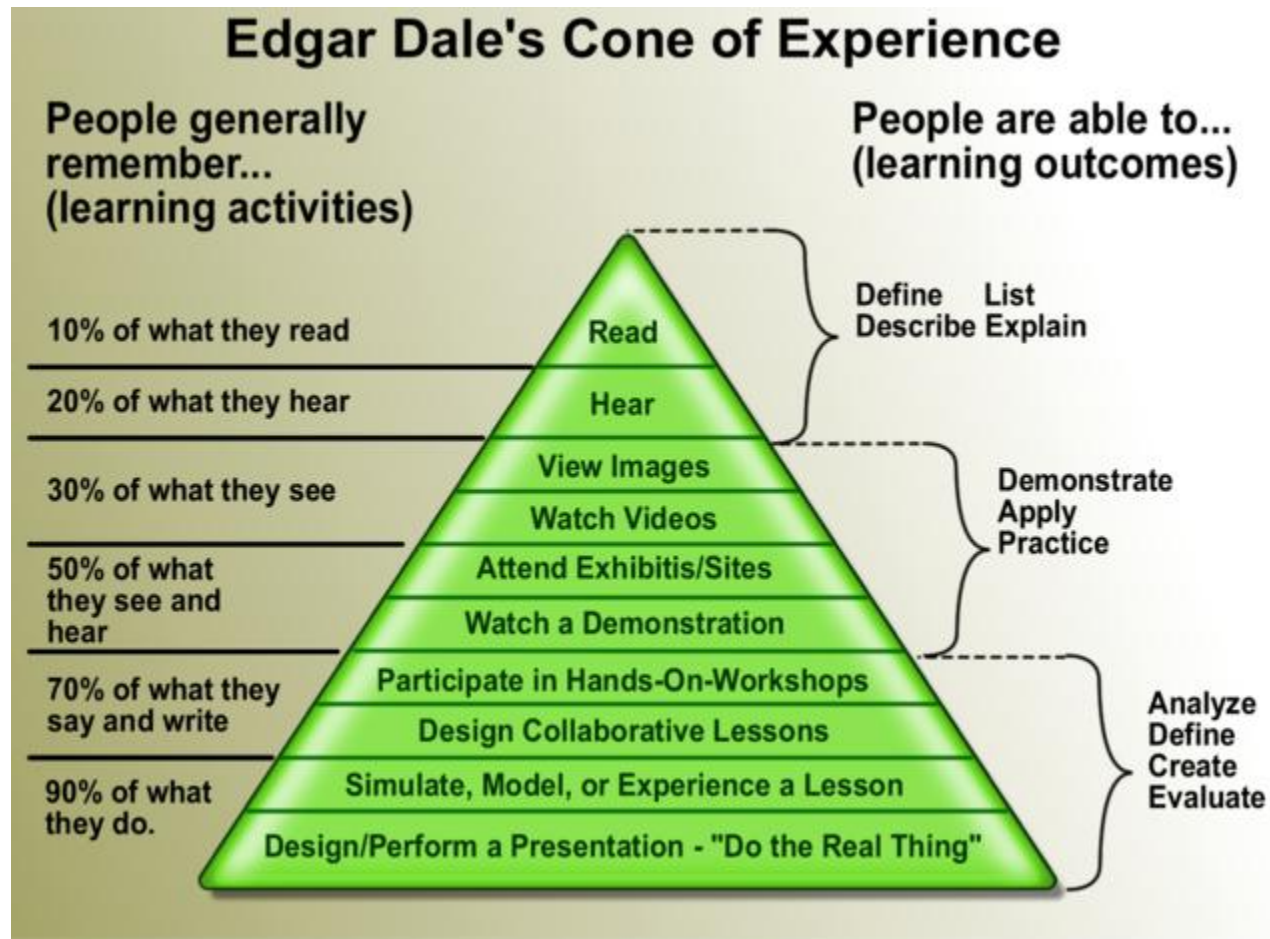
- 
- Hear
  - Hear & see
  - Hear, see, & do

Improves remembering

- ✓ Provide trainees opportunity to **practice**.
- ✓ Provide trainees **feedback** on performance.



## 3. Creating a Learning Environment





## 3. Creating a Learning Environment

Conditions for learning	Importance
Determining Intended Learning Outcomes (ILO's)	Learners need to understand the purpose of the training and to get their expectations managed
Meaningful training content	Motivation to learn is enhanced when training matches learner interests and needs
Opportunities for practice	Practice is necessary to achieve proficiency in the skills subject to training
Feedback (positive and negative)	Feedback helps learner modify behavior or skills to meet objectives
Observation of experience	Adults learn best by observing and modeling the actions of experienced/highly performing people



## 3. Creating a Learning Environment

Conditions for learning	Importance
Consideration of individual differences	Learners have different capacities for learning, prior experiences, knowledge, and preferences
Social Interaction	People learn better when they interact and collaborate with others
Safe environment	Learners can freely express and defend their perspectives and are not afraid to make mistakes
Reflection	Successful learners think about their own learning and assess themselves
Good program administration	coordinating activities before, during, and after the training and eliminate distractions that could interfere with learning



## 3. Creating a Learning Environment

### Determining Intended Learning Outcomes (ILO's)

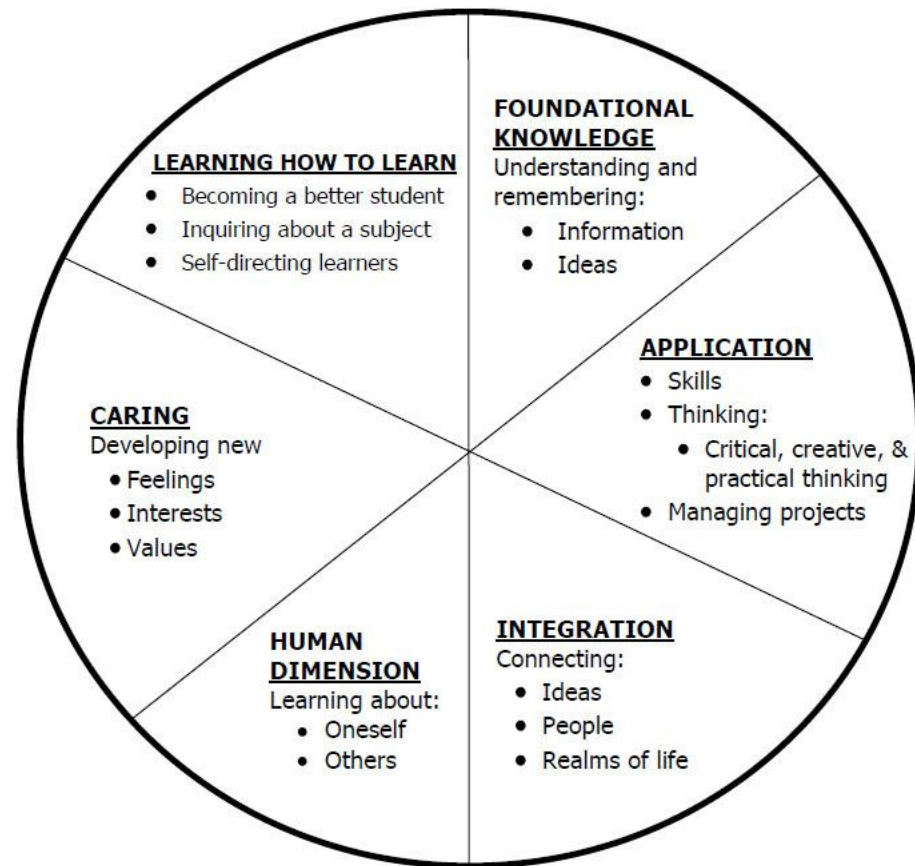
- ILO's should focus on:
- learner rather than lecturer
  - the learning resulting from an activity rather than the activity itself
  - skills and abilities central to the subject
  - clear and specific learning, enough to be measurable
  - aspects of learning that will develop and endure



## 3. Creating a Learning Environment

### Determining Intended Learning Outcomes (ILO's)

Fink's taxonomy of  
significant learning







## 3. Creating a Learning Environment

### Determining Intended Learning Outcomes (ILO's)

Learning Domain	Sample Action Verbs
<b>Foundational Knowledge</b>	Identify, know, explain, interpret, list
<b>Application</b>	Use, solve, assess, design, create, manage, critique, analyze, judge, measure, operate, perform, record, prescribe, estimate, make decisions, demonstrate
<b>Integration</b>	Relate, connect, associate, compare, contrast, combine, link
<b>Human Dimension</b>	Collaborate, cooperate, empathize, help, share, support, advise, recognize own tendencies regarding...,
<b>Caring</b>	Appreciate, value, realize the significance of..., be ready to change the way they view/act about...
<b>Learning How to Learn</b>	Construct knowledge, continuously improve, self-monitor, self-regulate, take responsibility to...





## 3. Creating a Learning Environment

### Determining Intended Learning Outcomes (ILO's)

#### ➤ Example:

Describe (**action verb**) the elements of effective communication and discuss (**action verb**) the impact of poor communication on customers and work colleagues.



# Class Exercise

Write a set of ILO's for an interpersonal communication course. Write at least one ILO for each of the Fink's learning domains





## 4. Ensuring Transfer of Training

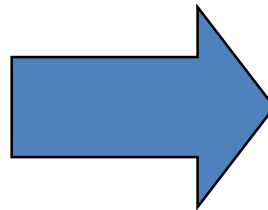


## 4. Ensure Transfer of Training

- **Transfer of Training:**  
The **use** of knowledge, skills, and behaviors learned in training on the job.



**From Classroom  
(Workshop)**



**To Job  
(Workplace)**

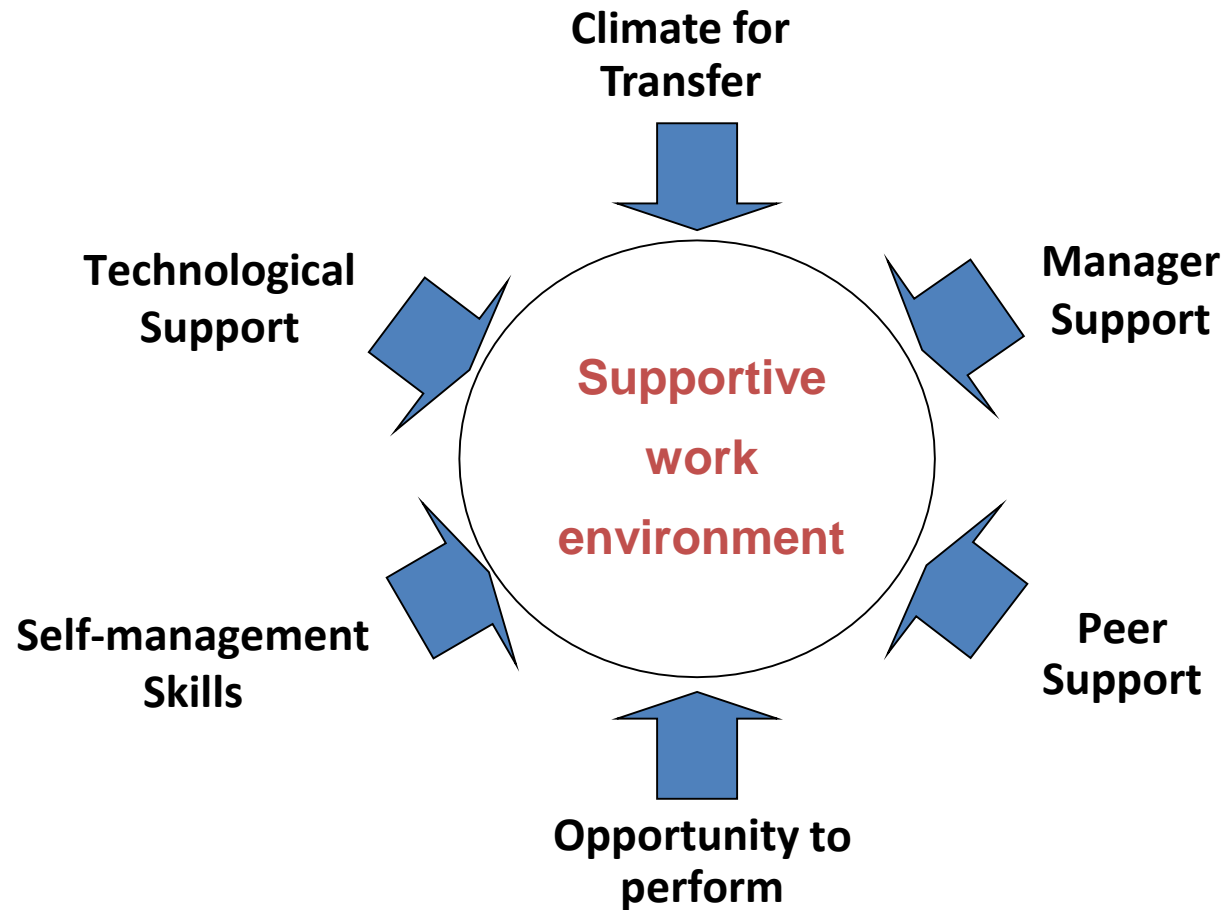
Human Resource Management, Lawrence S. Kleiman  
2010 ©by South-Western College Publishing



## Ensure Transfer of .4 Training

- Why Transfer of Training Fails!?
- Learners don't learn material
- Learners don't understand “real life” applications
- Lack of confidence
- Forgetting the material and temptations to regress

## 4. Ensure Transfer of Training





## 4. Ensure Transfer of Training

- **Climate for Transfer:**

Trainees' **perceptions** of characteristics of the work environment (**social support** and situational **constraints**) that can either facilitate or inhibit use of trained skills or behavior.

- **Manager Support:**

**Action plan:** document summarizing what the trainee and manager will do to ensure transfer of the training to the job.



## 4. Ensure Transfer of Training

- **Peer Support:**

**Support network:** trainees who meet to discuss their progress in using learned capabilities on the job.

- **Opportunity to Perform:**

Trainee is provided with or actively seeks experience using newly learned knowledge, skills, or behavior.





## 4. Ensure Transfer of Training

- **Self-management Skills:**

Training programs should prepare employees to self-manage their use of new skills and behaviors on the job.

- **Technological Support:**

Electronic performance support system (EPSS): **computer applications** that can provide (as required) skill training, information access, and expert advice



# 5. Selecting Training Methods





## 5. Selecting Training Methods



### 1 Presentation Methods

- classroom instruction
- distance learning
- audiovisual

### 2 Hands - on Methods

- on-the-job training (OJT)
- self-directed learning
- simulations, role plays
- business games, case studies
- behavior modeling
- interactive video

### 3 Group-based Methods

- adventure (wilderness) learning
- team training
- action learning



## 5. Selecting Training Methods

Method	Presentations	Hands-On	Group Based
<b>Definition</b>	<ul style="list-style-type: none"><li>• Training methods in which trainees are passive recipients of information</li></ul>	<ul style="list-style-type: none"><li>• Actively involve the trainee in learning, as person is actually doing it</li></ul>	<ul style="list-style-type: none"><li>• Training techniques that helps trainees share ideas and experience, build group identity, understand the dynamics of interpersonal relationships</li></ul>
<b>Pros</b>	<ul style="list-style-type: none"><li>• Inexpensive</li><li>• Instructor available to answer questions</li></ul>	<ul style="list-style-type: none"><li>• Reduced learning time</li><li>• Immediate feedback</li><li>• Better learning environment and transfer of learning</li><li>• Some of them are self paced learning and reduce risk of error for learning</li><li>• Understanding how skills and behaviors can be transferred to the job</li></ul>	<ul style="list-style-type: none"><li>• Lead to improved team performance</li><li>• Learners can learn from and help one another</li></ul>



## 5. Selecting Training Methods

Method	Presentations	Hands-On	Group Based
<b>Cons</b>	<ul style="list-style-type: none"><li>• Too much content for the trainee to learn</li><li>• Less effective in transfer of learning</li></ul>	<ul style="list-style-type: none"><li>• Expensive</li></ul>	<ul style="list-style-type: none"><li>• Trainees may move out of their comfort zone and so their motivation or ability to understand the content of the program will be reduced</li></ul>
<b>Uses</b>	<ul style="list-style-type: none"><li>• Presenting new facts, information</li><li>• different philosophy and alternative problem solving solutions</li></ul>	<ul style="list-style-type: none"><li>• Teaching job skills</li><li>• Human relations skills</li><li>• Developing specific skills</li></ul>	<ul style="list-style-type: none"><li>• Team work and leadership skills</li></ul>
<b>Examples</b>	<ul style="list-style-type: none"><li>• Traditional classroom instruction</li><li>• distance learning</li><li>• audiovisual techniques</li></ul>	<ul style="list-style-type: none"><li>• OJT(JIT /apprenticeship)</li><li>• Simulation</li><li>• case studies, business games, and role playing</li></ul>	<ul style="list-style-type: none"><li>• Adventure learning</li><li>• Team Training</li><li>• Action learning</li></ul>



# Feedback & Assessment

- Minute Paper (please write down what you've learned in this lecture? and what remains to be Answered?)



THE AMERICAN  
UNIVERSITY IN CAIRO

SCHOOL OF  
**BUSINESS**

EXECUTIVE EDUCATION

# Lecture 3



## Lecture Overview

- Raymond Noe's Model:
  - Selecting training methods- *continue*
    - ❖ Presentation Methods
    - ❖ Hands on Methods
    - ❖ Group-based Methods
  - Training evaluation
- Case study on ROI

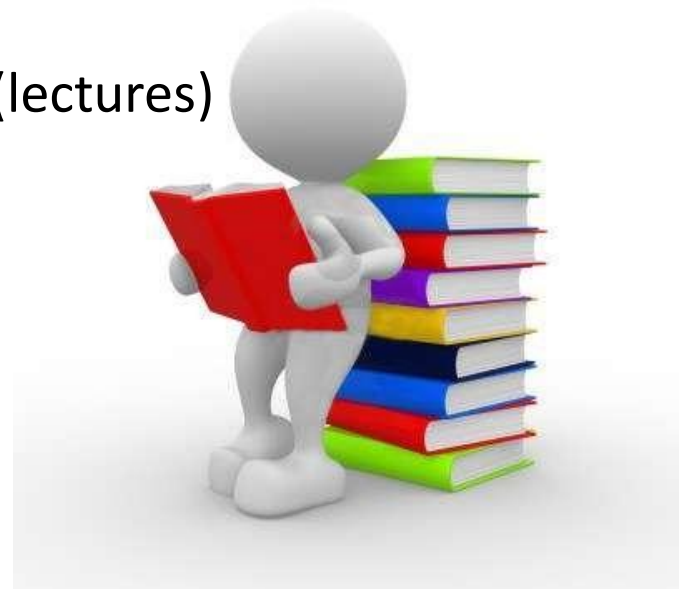




## 5. Selecting Training Methods

### 1. Presentation Methods

- Refers to methods in which trainees are passive recipients of information.
- They include:
  - A. Traditional classroom instruction (lectures)
  - B. Distance learning
  - C. Audio-visual techniques
- Ideal for presenting:
  - New facts
  - Information
  - Alternative problem-solving solutions





## 5. Selecting Training Methods:

### 1. Presentation Methods

#### A. lectures

##### Characteristics of Successful Instructors

- Knowledge of the subject
- Adaptability
- Sincerity
- Sense of humor
- Interest
- Clear instructions
- Individual assistance
- Enthusiasm





## 5. Selecting Training Methods:

### 1. Presentation Methods

#### B. Distance learning

- **Videoconferencing**
  - Interactively training employees who are geographically separated from each other—or from the trainer—via a combination of audio and visual equipment.
- **Virtual Classroom**
  - uses collaboration software to enable multiple remote learners to participate in live audio and visual discussions, communicate via written text, and learn via content such as PowerPoint slides





## 5. Selecting Training Methods:

### 1. Presentation Methods

#### C. Audiovisual-based training

- Including overheads, slides, and videos.
- To illustrate following a sequence over time.
- To expose trainees to events not easily demonstrable in live lectures.
- To meet the need for organization-wide training and it is too costly to move the trainers from place to place.





## 5. Selecting Training Methods:

### 2. Hands - on Methods

- On-the-job training (OJT)
- Job Instruction Training (JIT)
- Programmed Instruction (PI)
- Apprenticeship
- Simulations
- Computer based, EPSS and on-line Training
- Business games, case studies & role playing
- Behavior modeling





## 5. Selecting Training Methods: **Hands - on Methods**

### First: On-the-job training (OJT)

– Having a person learn **a** job **by** actually doing the job.

- OJT methods:
  - Coaching
  - Job rotation
  - Special assignments
- Advantages
  - Inexpensive
  - Immediate feedback





## 5. Selecting Training Methods:

### 2. Hands - on Methods

#### On-the-job training (OJT)

##### Step 1: Prepare the learner

1. Put the learner at ease.
2. Explain why he or she is being taught.
3. Create interest and find out what the learner already knows about the job.
4. Explain the whole job and relate it to some job the worker already knows.
5. Place the learner as close to the normal working position as possible.
6. Familiarize the worker with equipment, materials, tools, and trade terms.

##### Step 2: Present the operation

1. Explain quantity and quality requirements.
2. Go through the job at the normal work pace.
3. Go through the job at a slow pace several times, explaining each step. Between operations, explain the difficult parts, or those in which errors are likely to be made.
4. Again, go through the job at a slow pace several times; explain the key points.
5. Have the learner explain the steps as you go through the job at a slow pace.





## 5. Selecting Training Methods:

### 2. Hands - on Methods

#### On-the-job training (OJT) – Cont.

##### Step 3: Do a tryout

1. Have the learner go through the job several times, slowly, explaining each step to you. Correct mistakes and, if necessary, do some of the complicated steps the first few times.
2. Run the job at the normal pace.
3. Have the learner do the job, gradually building up skill and speed.
4. Once the learner can do the job, let the work begin, but don't abandon him or her.

##### Step 4: Follow-up

1. Designate to whom the learner should go for help.
2. Gradually decrease supervision, checking work from time to time.
3. Correct faulty work patterns before they become a habit. Show why the method you suggest is superior.
4. Compliment good work.





## 5. Selecting Training Methods:

### 2. Hands - on Methods

#### Second: Designing Job Instruction Training (JIT)

- Identify job breakdown (**step-by-step**).
- Describe **key** points for each step:
  - make or break?
  - potential dangers?
  - pointers?
- Explain and **demonstrate** task.
- Allow trainee to **perform** task, one step at a time.





## 5. Selecting Training Methods:

### 2. Hands - on Methods

#### Third: Programmed Learning (PL)

—A systematic method for teaching job skills involving:

- Presenting questions or facts
- Allowing the person to respond
- Giving the learner immediate feedback on the accuracy of his or her answers, with instructions on what to do next.

- Advantages

- Reduced training time
- Self-paced learning
- Immediate feedback
- Reduced risk of error for learner





## 5. Selecting Training Methods:

### 2. Hands - on Methods

#### Fourth: Apprenticeship training

A structured process by which people become skilled **workers** through a combination of **classroom instruction** and **on-the-job training**

Ex. : Apprentice mechanic programs for ages 17 to 23

#### Fifth: Simulated training (Vestibule)

Training employees on special off-the-job equipment so training costs and hazards can be reduced.

Ex. Assembly line workers



## 5. Selecting Training Methods:

### 2. Hands - on Methods

#### Sixth: Computer based, EPSS and on-line Training

**A. CBT** uses interactive computer-based systems to increase knowledge or skills. The system lets trainees replay the lessons and answer questions, and is especially effective when paired with actual practice under a trainer's watchful eye.

- **Advantages of CBT:**
  - Reduced learning time
  - Cost-effectiveness
  - Instructional consistency



## 5. Selecting Training Methods:

### 2. Hands - on Methods

#### Sixth: Computer based, EPSS and on-line Training

**B. Electronic performance support systems (EPSS)** – computerized tools and displays that automate training, documentation, and phone support. Performance support systems are modern **job aids**. Job aids are sets of instructions, diagrams, or similar methods available at the job site to guide the worker. It is used in :

- ✓ Complex jobs
- ✓ High risk jobs
- ✓ Constantly changing environments (IT/Tech)

**C. Online/ learning portals** is “ a section of employer’s website that offers employees online access to training courses”.



## 5. Selecting Training Methods:

### 2. Hands - on Methods

**Seventh: Business games, case studies and role playing**

#### **A. Business games**

–Teams of managers compete by making computerized decisions regarding realistic but simulated situations.



## 5. Selecting Training Methods:

### 2. Hands - on Methods

#### Seventh: Business games, case studies and role playing

##### B. Case studies

- Trainees are presented with a description of an organizational problem to diagnose and solve.
  - Analysis of cases shows realistic job situations
  - It teaches trainees how to identify potential problems and recommend realistic actions
- “Guided discovery”
- Trainer role: guide/facilitator





## 5. Selecting Training Methods:

### 2. Hands - on Methods

Seventh: Business games, case studies and role playing

#### C. Role Playing

- Presents some problem involving human interaction. Issues addressed during feedback:
  - What was correct / incorrect?
  - How did it make others feel ?
  - How could it have been handled better?
  - Uses: human relations skills; sales techniques





## 5. Selecting Training Methods:

### 2. Hands - on Methods

#### Eighth: Behavior modeling

- Modeling: showing trainees the right (or “model”) way of doing something.
- Role playing: having trainees practice that way.
- Social reinforcement: giving feedback on the trainees’ performance.
- Transfer of learning: encouraging trainees apply their skills on the job.



## 5. Selecting Training Methods

### 3. Group-based Methods

- A. Adventure (wilderness) learning
- B. Team training
- C. Action learning





## 5. Selecting Training Methods

### 3. Group-based Methods



–Training techniques that help trainees **share ideas** and **experiences**, **build** group identity, **understand** the dynamics of interpersonal relationships, and **get** their own **strengths** and **weaknesses** and those of other coworkers

#### A. Adventure (wilderness) learning

–Learning focused on the **development** of teamwork and leadership skills by using structured **outdoor** activities (e.g. climbing mountains, trust fall)



## 5. Selecting Training Methods

### 3. Group-based Methods



#### B. Team training

On team management skills including problem-solving, meetings management, consensus decision making, and team leadership.

The following issues need to be considered:

1. Team building is a difficult and comprehensive process.
2. Team development is not always a linear sequence of “forming, storming, norming, and performing.”
3. Additional training is required to assimilate new members.
4. Behavioral and process skills need to be acquired through participative exercises.



## 5. Selecting Training Methods

### 3. Group-based Methods



#### C. Action learning

–programs give managers released time to work analyzing and solving problems in departments other than their own. Its basics include carefully selected teams of 5 to 25 members, assigning them real-world business problems that extend beyond their usual areas of expertise, and structured learning through coaching and feedback. The employer's senior managers usually choose the projects and decide whether to accept the teams' recommendations.



## 6. Evaluating Training Programs

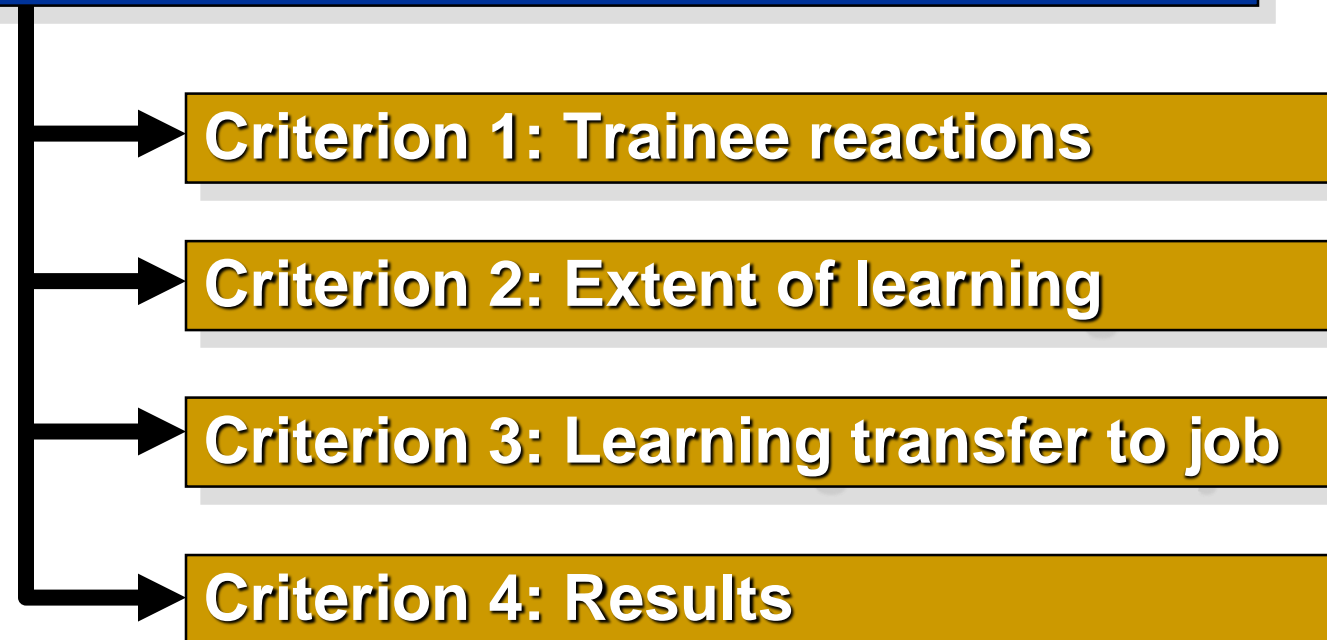






## 6. Evaluating Training Programs

### Measuring program effectiveness







## 6. Evaluating Training Programs

### Criterion 1: Trainee reactions

- The simplest and most common approach to training evaluation is assessing trainees.
- Potential questions might include the following:
  - What were your learning goals for this program?
  - Did you achieve them?
  - Did you like this program?
  - Would you recommend it to others who have similar learning goals?
  - What suggestions do you have for improving the program?
  - Should the organization continue to offer it?



## 6. Evaluating Training Programs

### Criterion 2: Extent of learning

- Testing knowledge and skills before beginning a training program gives a baseline standard on trainees that can be measured again after training to determine improvement.
- However, in addition to testing trainees, test employees who did not attend the training to estimate the differential effect of the training.



## 6. Evaluating Training Programs

### Criterion 3: Learning transfer to job

- Effective application of principles learned to what is required on the job.
- Maximizing the Transfer of Training by:
  - Featuring identical elements
  - Focusing on general principles
  - Establishing a climate for transfer.
  - Giving employees transfer strategies (e.g. action planning)



## 6. Evaluating Training Programs

### Criterion 4: Results

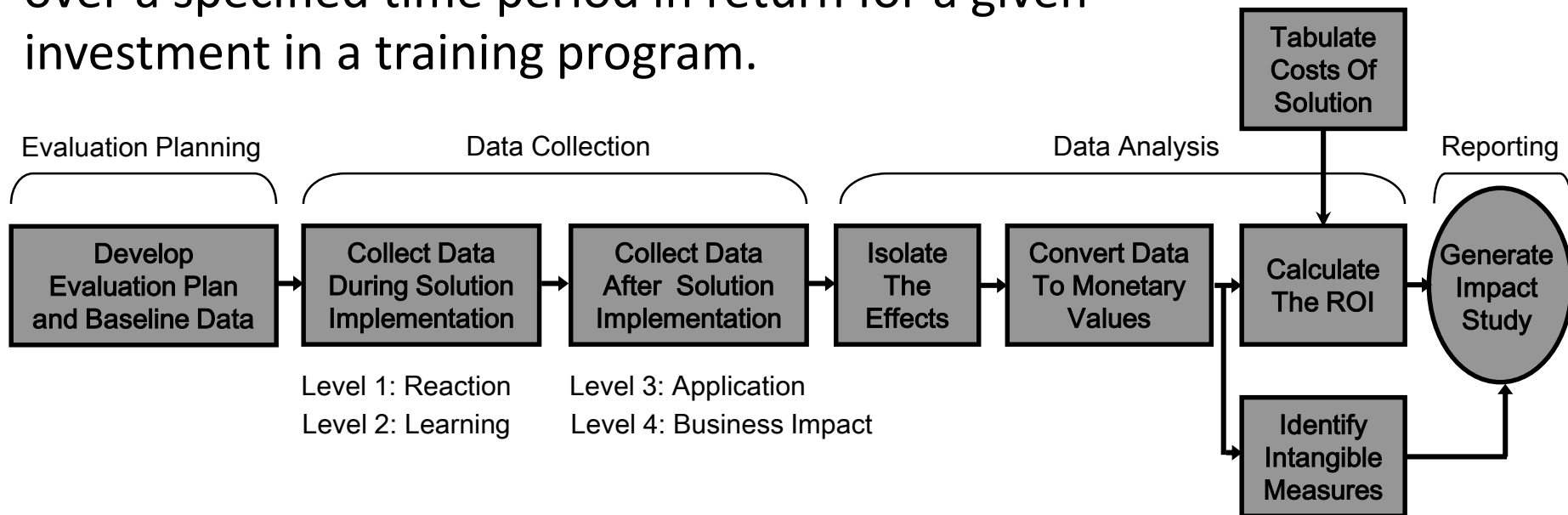
- Calculating the benefits derived from training:
  - How much did quality improve because of the training program?
  - What reduction in turnover and wasted materials did the company get after training?
  - How much has productivity increased and by how much have costs been reduced?
  - How much has it contributed to profits?



## 6. Evaluating Training Programs

### Determining the training's Return on Investment (ROI)

This is a measure of the monetary benefits obtained over a specified time period in return for a given investment in a training program.



$$\text{Training Program ROI} = \frac{\text{Program Benefits} - \text{Program Costs}}{\text{Program Costs}} \times 100$$



## 6. Evaluating Training Programs

### Example on how to calculate the Training ROI?

Here is a case study that may represent how the training ROI is estimated for a maintenance engineer who has received basic training on troubleshooting hardware faults:

#### Training Benefits

Time saving per job	= 2 hours
Jobs per year	= 120 job
Hourly salary	= 10 \$
<hr/>	
Total	2400 \$

#### Training Costs

Tuition	= 700 \$
Travel & Per diem	= 500 \$
Salary	= 160 \$
<hr/>	
Total	1360 \$

% of change attributed to training = 80%

$$\text{Training ROI} = \frac{2400 \times 0.8 - 1360}{1360} \% = 41\%$$



# 7. Employee Development





## 7. Employee Development

### Employee development approaches

- **Job experiences:** lateral moves (e.g. job rotation, special assignments, and transfers), and job enlargement and job enrichment
- **Assessment:** assessment centers and 360 feedback systems
- **Interpersonal relationships:** coaching and mentoring
- **Formal education:** professional certification programs (e.g. those given by SHRM) and university programs (e.g. executive MBAs)





## 7. Employee Development

### Employee development approaches

#### ➤ Job Experiences

- **Job enlargement** refers to adding challenges and new responsibilities to employees' current jobs.
- **Job rotation** involves providing employees with a series of job assignments in various functional areas of the company or movement among jobs in a single functional area or department.
- **A transfer** is usually a lateral move in which an employee is given a different job assignment in a different area of the company.
- **A downward move** occurs when an employee is given a reduced level of responsibility and authority.

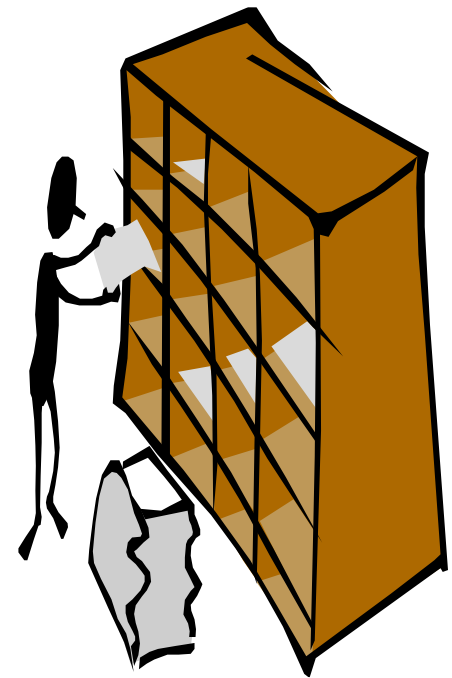


## 7. Employee Development

### Employee development approaches

#### ➤ Assessment Centers

- multiple raters or evaluators evaluate employees' performance with a number of exercises
- Usually off-site.
- Types of exercises include:
  - Leaderless group discussion
  - Interviews
  - In-baskets
  - Role plays





## 7. Employee Development

### Employee development approaches

#### ➤ 360 feedback

- Upward feedback is a performance appraisal process for managers that includes subordinates' evaluations.
- 360 Degree Feedback is a performance appraisal system for managers that includes evaluations from a wide range of persons who interact with the manager.





## 7. Employee Development

### Employee development approaches

#### ➤ Coaching

- A coach is a peer or a manager who works with an employee to teach, motivate, help him develop skills, and provide reinforcement and feedback.
- Three roles a coach can play include:
  - one-on-one advice
  - help employee learn for himself or herself
  - providing resources such as courses, or job experiences





## 7. Employee Development

### Employee development approaches

#### ➤ Mentoring

- Mentors are executives who council, advise, and guide individuals of lesser rank.
- Mentoring is concerned with the long-term career advancement and psychological aspects of the person being mentored.





## 7. Employee Development

### Employee development approaches

➤ Successful mentoring requires:



**Source:** Matt Starcevich, Ph.D. and Fred Friend, "Effective Mentoring Relationships from the Mentee's Perspective," *Workforce*, supplement (July 1999): 2–3. Used with permission of the Center for Coaching and Mentoring, Inc., <http://coachingandmentoring.com>.



## 7. Employee Development

### Management development programs

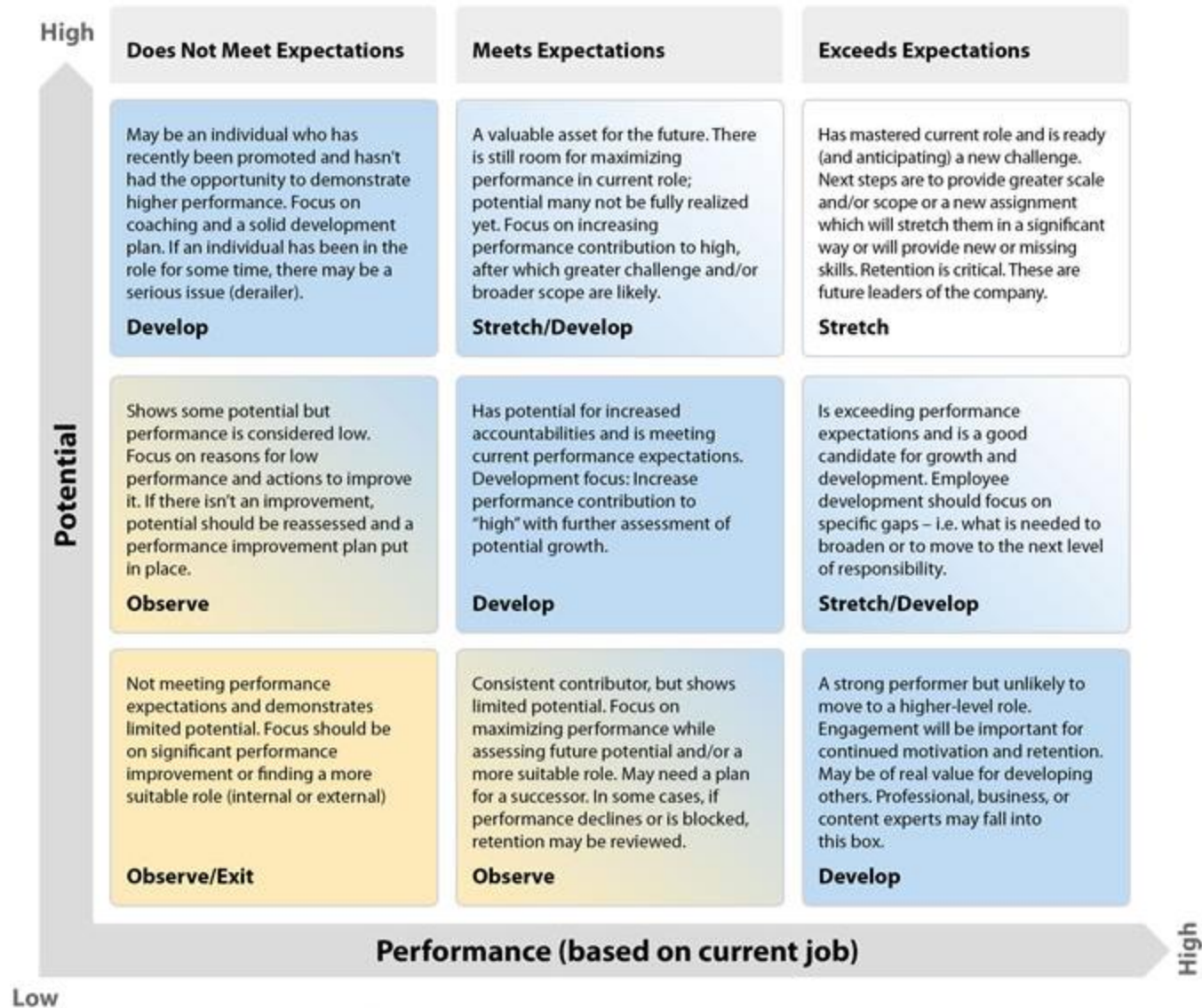
- Succession planning
  - The process of ensuring a suitable supply of successors for current and future senior or key jobs.
- Succession planning steps:
  - Identifying and analyzing key jobs/positions.
  - Assessing and developing candidates.
  - Selecting those who could fill the key positions.





# 7. Employee Development

9-Box Grid to identify high potential employees







# Home Assignment

*Create a “Training & Development” Policy for your Organization.*





**Sample of a Training Policy would be as follows :**

**Training Policy of Company xxxxxxxx**

**1 Purpose and Scope**

**2 Aims**

**3 Equal Opportunities**

**4 Responsibilities**

*4.1 Employees*

*4.2 Line Managers*

*4.3 Human Resources Department*

*4.4 Chief Executive Officer & Trustees*

**5 Routes to Learning & Development/ Learning & development interventions may include:**

**6 Key Professional and Skills Based Learning**

**7 Recording, Monitoring & Evaluating Learning**

**8 Links to Performance Management and appraisal system**

Approved date: .....

Trustee/ CEO name: XXXXX

Trustee/ CEO signature: .....



# Feedback & Assessment

- Minute Paper (please write down what you've learned in this lecture? and what remains to be Answered ? )



# Remember that for next Session

- Please prepare a 10-minute presentations on a training and development related topic.
- Note that you will be evaluated based on the following:
  - Content clarity
  - Adherence to time
  - Visual Aids quality

Good Luck



## Lecture 4

Time for practice

Good luck 😊



# Lecture 5



# Performance Management





# LEARNING OUTCOMES

1. Define performance management and discuss how it differs from performance appraisal.
2. Understand the components of performance and compare different approaches to measure it.
3. Describe the appraisal process.
4. Develop, evaluate, and administer at least four performance appraisal tools.
5. Explain issues in rating performance. And how to avoid them
- .6 Discuss the pros and cons of using different raters to appraise a person's performance.
- .7 Conduct an effective appraisal interview.





## Lecture Overview

- Comparing Performance Appraisal and Performance Management
- Steps of an effective performance management system
- Components of Performance
- Approaches to measuring performance



## Q. Compare & Contrast Performance Management and Performance Appraisal.

	Performance Management	Performance Appraisal
1. Definition (what)		
2. Aim (why)		
3. Timing (when)		
4. Steps (how)		
5. Outcome		



# Comparing Performance Appraisal and Performance Management

## 1. Definition (what?)

- **Performance appraisal**

- **Evaluating** an employee's current and/or past performance relative to his or her **performance standards**.

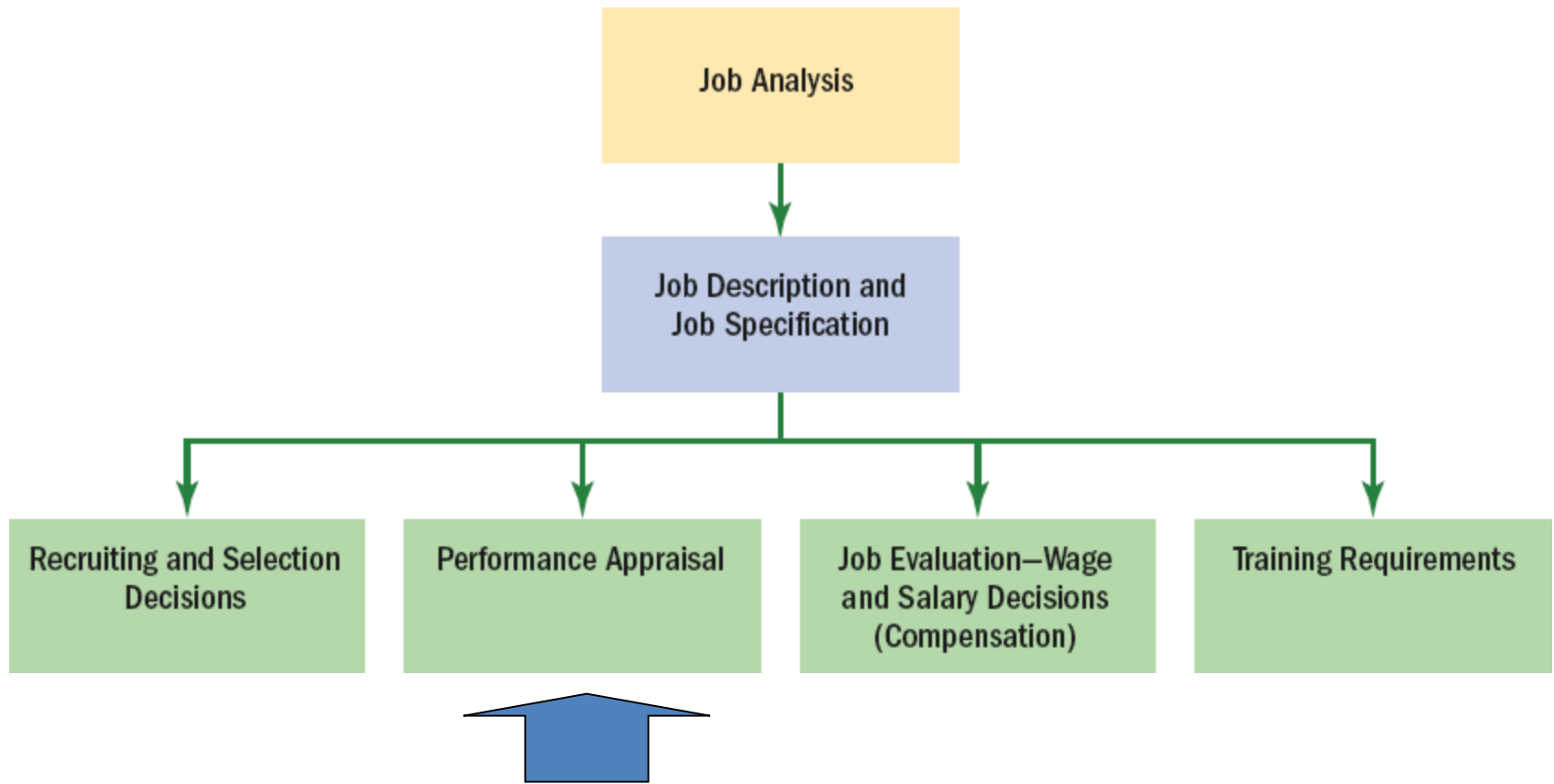
- Q– (From where we get these standards )?

- **Performance management**

- Continuous process of **identifying**, **measuring**, and **developing** the performance of individuals and teams, and **aligning** it with the strategic goals of the organization



# Uses of Job Analysis Information





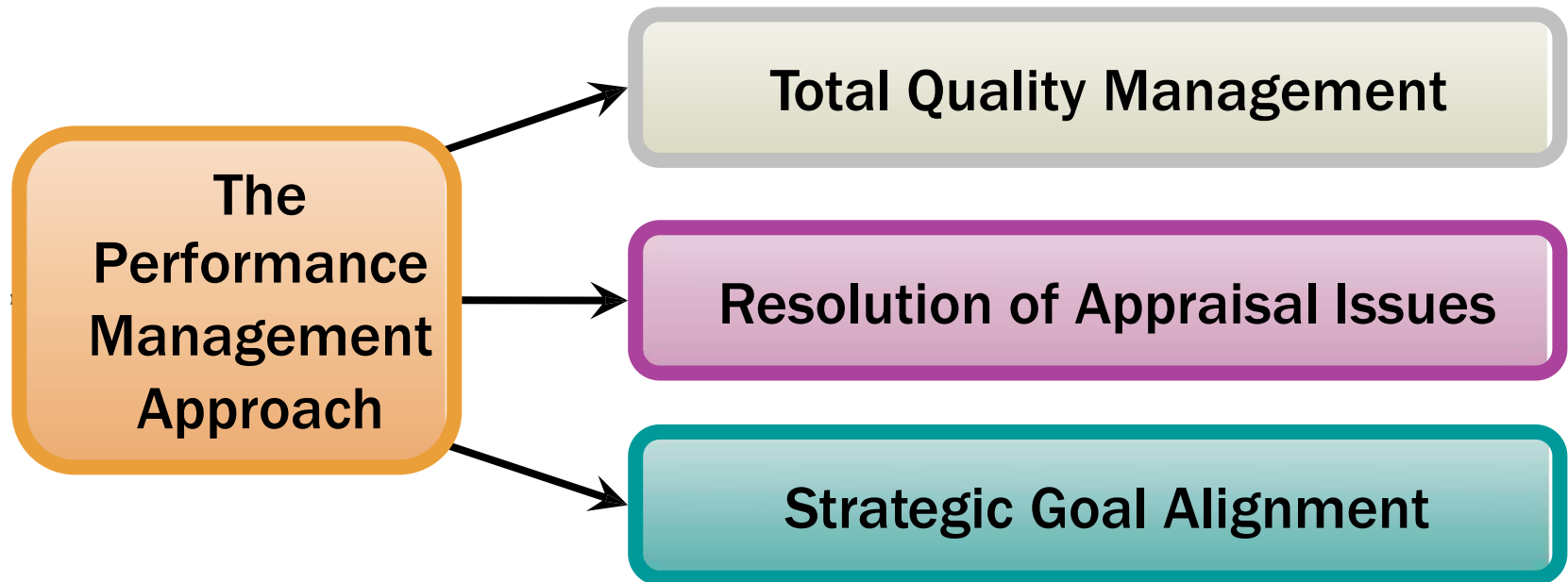
# Comparing Performance Appraisal and Performance Management

## 2. Aim (why? )

### Why Appraise Performance?

- ① → Is basis for **pay** and promotion decisions.
- ② → Plays an integral role in **performance** management.
- ③ → Helps in **correcting** deficiencies and reinforcing good performance.
- ④ → Is useful in **career planning**.

# Why Performance Management?





# Comparing Performance Appraisal and Performance Management

## 2. Aim (why? )

### Why Performance Management?

- ① → The popularity of the total **quality** management (TQM) concepts.
- ② → The belief that traditional performance **appraisals** are often not just useless but **counterproductive**.
- ③ → The necessity in today's globally competitive industrial environment for every **employee's efforts** to focus on helping the company to achieve its **strategic goals**.



# Comparing Performance Appraisal and Performance Management

## 3. Timing (when?)

### ➤ ***Performance appraisal***

- Once or twice per year to review performance.

### ➤ ***Performance management***

- Continuous (daily or weekly) interactions to ensure continuous improvement in the employee's capacity and performance.

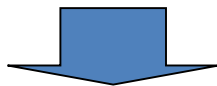




# Comparing Performance Appraisal and Performance Management

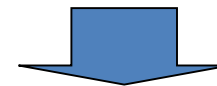
## 4 .Steps (How?)

### Performance Appraisal



1. *Defining the job*
2. *Appraising performance*
3. *Providing feedback*

### Performance Management



1. *Performance Planning*
2. *Performance Monitoring*
3. *Performance Appraisal*
4. *Continuous Improvement*
5. *Rewarding*





# Comparing Performance Appraisal and Performance Management

## 5. Results (Outcome?)

### ➤ *Performance appraisal*

- Employees' performance improvement.

### ➤ *Performance management*

- Employees' performance is aligned towards the company's strategy.



# The Steps of an Effective Performance Management Process



1. Performance planning (goal setting + development plan formulation)
2. Performance monitoring (coaching & support)
3. Performance Review and appraisal
4. Continuous Improvement
5. Recognizing & Rewarding Performance



# 1. Performance Planning

## Objective setting

*Example: “To increase the annual net profits by 20% by the end of 2015”*

➤ *Inputs to objective setting:*

- Job duties
- Organization/department plans
- Past performance





# 1. Performance Planning

## Behaviors

- ***How** a job is done*
- *Provide a good environment in which task performance can occur*
- *Examples include customer orientation, cooperation, adaptability, and creativity*



# 1. Performance Planning

## Development plan

- *Areas for performance improvement*
- *Goals to be achieved and actions to be taken in each area of improvement*



## 2. Performance Monitoring

### Coaching and support

- Observing and Recording performance (performance logs)
- One-on-one coaching sessions
- Ongoing feedback
- Reinforcement and support





## 3. Performance Review and Appraisal

### Assessment sources

- Manager assessment
- Self-assessment
- Other sources (e.g., peers, customers)





## 3. Performance Review and Appraisal

### Appraisal meetings

#### ➤ Past

- Behaviors and results

#### ➤ Present

- Compensation to be received

#### ➤ Future

- New goals and development plans



## 3. Performance Review and Appraisal

### Steps for conducting productive performance reviews

1. Identify what the employee has done well and poorly
2. Solicit feedback
3. Discuss the implications of changing behaviors
4. Explain how/if skills used in past achievements can help overcome performance problems
5. Agree on an action plan
6. Set a follow-up meeting and agree on behaviors, actions, and attitudes to be evaluated



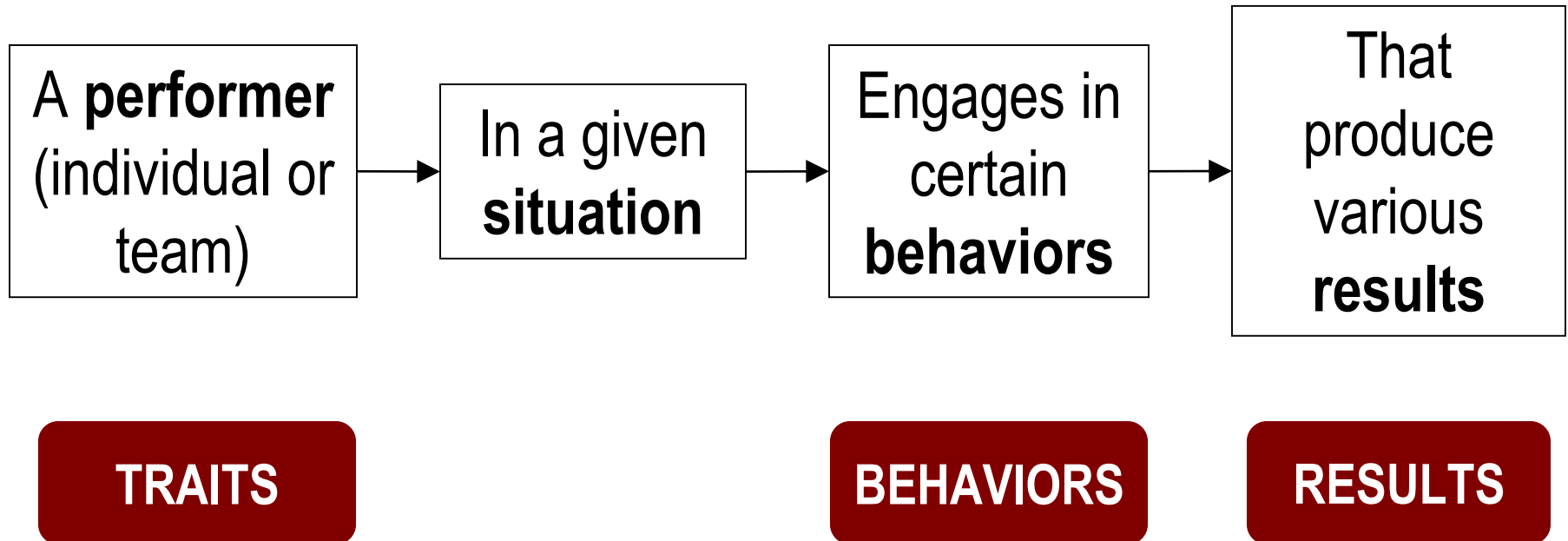
# Case Study

- Read the case: “*Performance Management System at Omega, Inc.*”
- Discuss the case questions within a group of 4 students
- Present your answers to the class





## Components of Performance





## Approaches to Measuring Performance

### Behavior Approach

- Emphasizes how employees do the job

### Results Approach

- Emphasizes what employees produce

### Trait Approach

- Emphasizes individual traits of employees



# Approaches to Measuring Performance

## Results Approach

Most appropriate when...

- Behaviors and results are obviously related
- Consistent improvement in results over time is taking place
- Workers already skilled are in necessary behaviors
- There are many ways to do the job right



# Approaches to Measuring Performance

## Behavior Approach

Appropriate if...

- Employees take a long time to achieve desired outcomes
- Link between behaviors and results is not obvious
- Outcomes occur in the distant future
- Poor results are due to causes beyond the performer's control

But beware that...

- Behaviors are not always observable or easy to measure



# Approaches to Measuring Performance

## Traits Approach

Most appropriate when...

- Emphasis is on individual (to evaluate stable traits like cognitive abilities, personality)
- Positive relationship exists between abilities, personality traits, and desirable work-related behaviors
- Structural changes are planned for the organization

But beware that...

- Improvement is not always under individual's control
- Trait may not lead to desired behaviors or results





# Approaches to Measuring Performance

## Measuring Results

Characteristics of good objectives:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound
- Prioritized
- Fully communicated
- Agreed upon
- Flexible
- Limited in number



# Approaches to Measuring Performance

## Measuring Results

Performance standards:

- Standards refer to aspects of performance objectives, such as:
  - Quality: How well the objective is achieved
  - Quantity: How much, how many
  - Time: cycle times, how quickly, how often
  - Cost: how much



# Approaches to Measuring Performance

## Measuring Results

### ➤ *Management by Objectives (MBO)*

- Involves **setting** specific measurable **goals** with each employee and then periodically **reviewing** the progress made.
- MBO generally refers to a comprehensive and formal organization-wide goal-setting and appraisal program consisting of 6 steps.



# Approaches to Measuring Performance

## Measuring Results

### ➤ *Management by Objectives (MBO)*

*MBO refers to a organizational 6 step goal setting and appraisal program*

1- Set the  
organization's  
goals

2- Set the  
departmental  
goals

3- Discuss  
departmental  
goals

4- Define  
expected  
results

5- Performance  
reviews

6- Provide  
feedback



# Approaches to Measuring Performance

## Measuring Results

### ➤ *Management by Objectives (MBO)*

#### ➤ *MBO 6 steps:*

#### 1- Set the organization's goals

Establish, based on the firm's strategy plan, an organization-wide plan for the next year and set specific company goals e.g. **ts00B“  
2015 net profits by 20%”**

#### 2- Set departmental goals.

Next, department heads take these company goals and, with their supervisors, jointly set goals for their departments.



# Approaches to Measuring Performance

## Measuring Results

### ➤ *Management by Objectives (MBO)*

#### ➤ *MBO 6 steps:*

#### 3- Discuss departmental goals:

Department heads discuss the department's goals with all subordinates, often at a department-wide meeting. They ask employees to set their own preliminary *woh) slaog laudividni nac you contribute to the dept goals?)*

#### 4-Define expected results (set individual goals):

Department heads and their subordinates set short-term *individual performance targets.*



# Approaches to Measuring Performance

## Measuring Results

### ➤ *Management by Objectives (MBO)*

#### ➤ *MBO 6 steps:*

##### 5- Performance reviews:

Department heads **compare** s'eeyolpme hcae **actual** dna **target**.ecnamrofre

##### 6- Provide feedback:

Department heads and employees discuss and **evaluate** the later's progress.



# Approaches to Measuring Performance

## Measuring Results

### ➤ *Management by Objectives (MBO)*

Key Result Area  (Overall Objective)	Measure of Success  (How will you know when you have achieved the objective?)	Timing  (Date by which action must be completed or milestone achieved)	% Weighting  (How important is it versus other objectives?)	Budgets/Value/ Headcount  (Factors which must be taken into consideration when taking action)
Sales	Volume in cases	Month	40%	10.000 cases
Portfolio	<i>Develop new SKU</i>	Month	30%	10% share
Profitability	<i>Control Transport Cost</i>	Month	30%	< 20 c€ / case

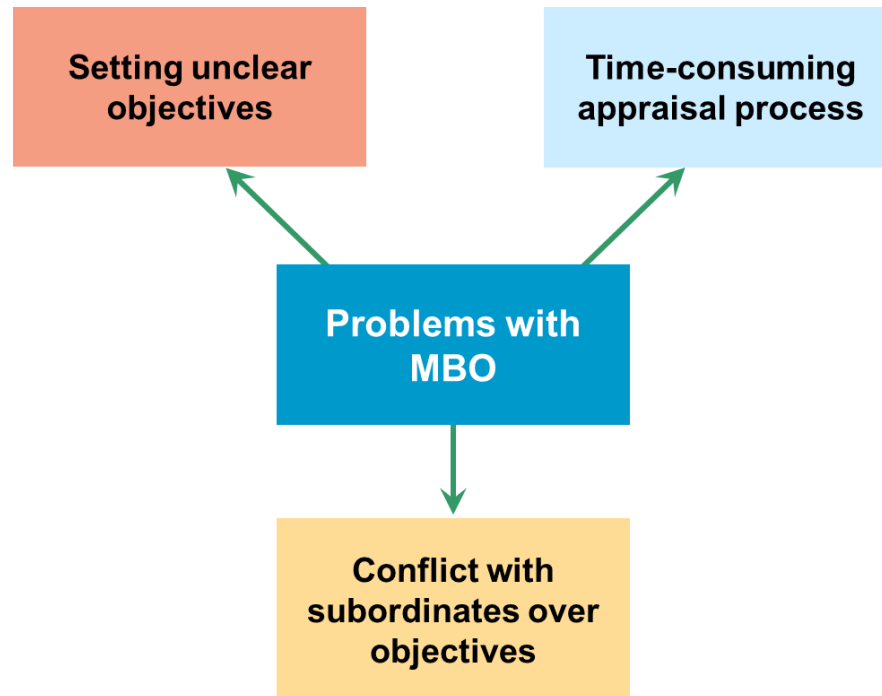




# Approaches to Measuring Performance

## Measuring Results

### ➤ *Management by Objectives (MBO)*



# Approaches to Measuring Performance

## Measuring Results

### ➤ *Problems of Management by Objectives (MBO)*

#### 1- Setting unclear, unmeasurable objectives:

- Will do a better job of training.
- Will have 4 subordinates promoted this year.

#### 2- Time consuming :

- Setting objectives, measuring progress, and giving feedback can take several hours per employee per year plus the time doing the appraisal.

#### 3- Setting objectives with employees may turn into a tug-of-war:

- You pushing higher quotas and subordinates pushing lower ones.



# Approaches to Measuring Performance

## Measuring Behaviors

- Identify competencies: which are measurable clusters of KSAs (Knowledge, Skills, and Attitudes) that are critical in determining how results will be achieved
- Identify indicators: which are observable behaviors used to measure the extent to which competencies are demonstrated
- Choose the measurement system:
  - Comparative system
  - Absolute system



# Approaches to Measuring Performance

## Measurement Systems

### Comparative systems

- 1 → Simple rank order
- 2 → Alternation rank order
- 3 → Paired comparison
- 4 → Relative percentile
- 5 → Forced distribution

### Absolute systems

- 6 → Narrative forms (essays)
- 7 → Behavior checklists
- 8 → Critical incident
- 9 → Graphic rating scale
- 10 → Behaviorally Anchored Rating Scales (BARS)



# Approaches to Measuring Performance

## Pros and Cons of Comparative Systems

### Pros:

- Easy to explain
- Straightforward
- Identifies top as well as underperformers
- Better control for biases and errors found in absolute systems

### Cons:

- Rankings may not be specific enough for useful feedback or protection from legal challenge
- No information on relative distance between employees
- Specific issues with forced distribution method



# Approaches to Measuring Performance

## Pros and Cons of Absolute Systems

### Pros:

- Can be used in large and small organizations
- Evaluations more widely accepted by employees

### Cons:

- Higher risk of biases:
  - leniency,
  - severity, and
  - central tendency
- Generally, more time consuming than comparative systems

# Approaches to Measuring Performance

## 1. Alternation ranking method

Ranking employees from best to worst, by selecting the best performer (#1), then the worst performer (#n), then the second best (#2), then the second worst (#n - 1), and so forth, alternating from the top to the bottom of the list until all employees have been ranked.

### Steps:

- A. List all subordinates to be rated
- B. Indicate the employee of highest and lowest on the trait being measured
- C. Choose the next best and the next worst
- D. Alternate between best and worst till all employees are ranked



# Approaches to Measuring Performance

## 1. Alternation ranking method

### Pros:

- Simple and easy to do
- Results are clear

### Cons:

- Judges performance based on one dimension only
- May be difficult to rank similar performance levels
- Does not specify threshold for acceptable performance





# Approaches to Measuring Performance

## 2. Paired Comparison

Ranking employees by making a chart of all possible pairs of the employees and indicating which is the better employee of each pair.

### Steps:

- Build a matrix with all employees on the row side and the column side
- Compare all employees against each other
- For each pair of employees, indicate (+ or -) according to which one is the better employee in the pair
- Add up the no of +'s for each employee to obtain their order.



## Ranking Employees by the Paired Comparison Method

FOR THE TRAIT "QUALITY OF WORK"

Employee Rated:					
As Compared to:	A Art	B Maria	C Chuck	D Diane	E José
A Art		+	+	-	-
B Maria	-		-	-	-
C Chuck	-	+		+	-
D Diane	+	+	-		+
E José	+	+	+	-	

Maria Ranks Highest Here

FOR THE TRAIT "CREATIVITY"

Employee Rated:					
As Compared to:	A Art	B Maria	C Chuck	D Diane	E José
A Art		-	-	-	-
B Maria	+		-	+	+
C Chuck	+	+		-	+
D Diane	+	-	+		-
E José	+	-	-	+	

Art Ranks Highest Here

Note: + means "better than". - means "worse than".

For each chart, add up the number of +s' in each column to get the highest-ranked employee.



# Approaches to Measuring Performance

## 2. Paired Comparison

### Pros:

- Thorough
- Final rankings are more accurate

### Cons:

- Very time consuming
- May encounter problem of comparing “apples and oranges”



## Approaches to Measuring Performance

### 3. Forced Distribution

Similar to grading on a normal distribution curve, with some employees performing very highly, some poorly, and the majority in between. **predetermined percentages** of ratees are placed in various performance categories.

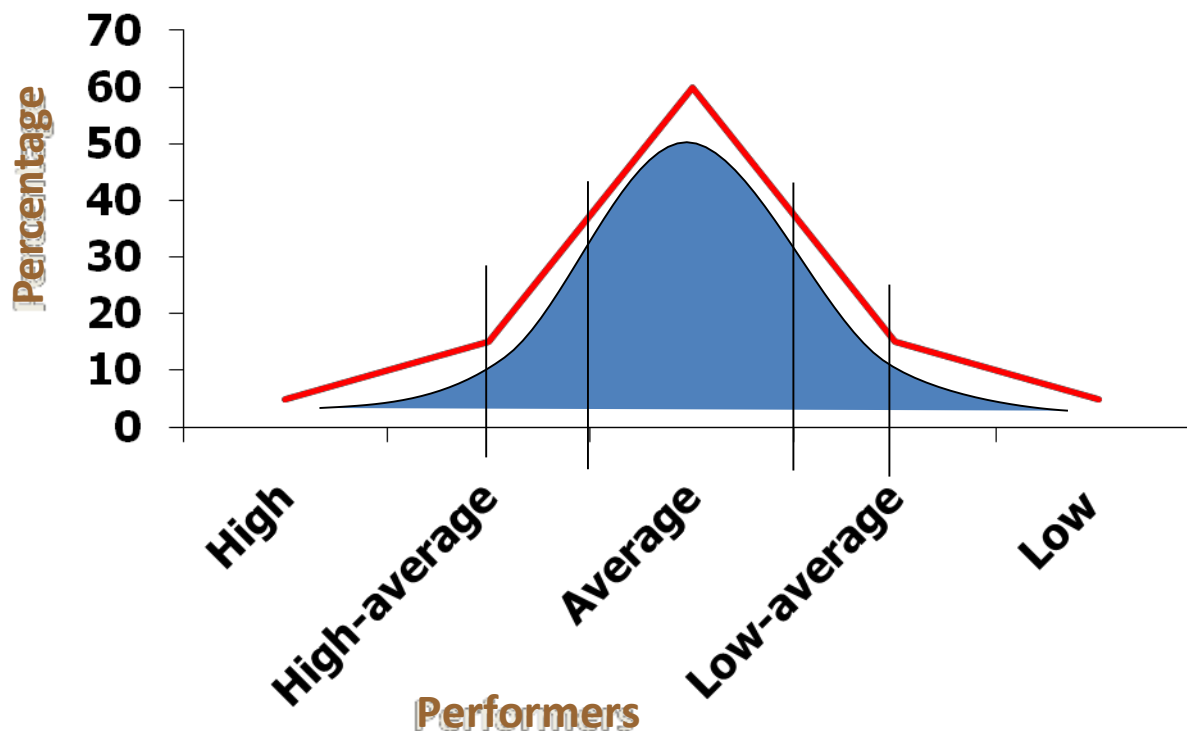
#### –Example:

- 5 %high performers
- 15 %high-average performers
- 60 %average performers
- 15 % low-average performers
- 5 %low performers



# Approaches to Measuring Performance

## 3. Forced Distribution





# Approaches to Measuring Performance

## 3. Forced Distribution

### **Pros:**

- Categorizes employees into specific performance groups
- Facilitates reward allocation given the usual budgetary constraints

### **Cons:**

- Assumes performance scores are normally distributed
- May discourage teamwork and create internal frictions
- Hard to administer in small departments.



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# Lecture 6



## Lecture Overview

- Approaches to measuring performance (cont.)
- Dealing with Performance Appraisal Problems
- Who Should Do the Appraising?
- Performance Appraisal Roles
- Managing the Appraisal Interview





## Approaches to Measuring Performance

### 4. Narrative Forms (Essays)

Written essay describing each student's strengths and weaknesses, making suggestions for improvement.

#### **Pros:**

- Simplest absolute method
- Individualized for each employee
- Potential for detailed feedback

#### **Cons:**

- Unstructured and may lack detail
- Depends on supervisor's writing skill
- Comparisons virtually impossible
- Lack of quantitative information; difficult to use in personnel decisions



# Approaches to Measuring Performance

## 5. Critical Incidents

Recording situations in which the employee demonstrated behaviors that were especially **effective** or **ineffective** in accomplishing their performance objectives.

### **Pros:**

- Focus on actual job behavior
- Provides specific examples
- Employees identify with rating
- Manager's think about subordinate's appraisal all during the year

### **Cons:**

- Collecting critical incidents can be very time consuming
- Quantification is difficult



## Examples of Critical Incidents for a Plant Manager

Continuing Duties	Targets	Critical Incidents
Schedule production for plant	90% utilization of personnel and machinery in plant; orders delivered on time	Instituted new production scheduling system; decreased late orders by 10% last month; increased machine utilization in plant by 20% last month
Supervise procurement of raw materials and inventory control	Minimize inventory costs while keeping adequate supplies on hand	Let inventory storage costs rise 15% last month; overordered parts “A” and “B” by 20%; underordered part “C” by 30%
Supervise machinery maintenance	No shutdowns due to faulty machinery	Instituted new preventative maintenance system for plant; prevented a machine breakdown by discovering faulty part



## Approaches to Measuring Performance

### 6. Graphic Rating Scale

A scale that **lists** a number of **behavioral skills** and a **range** of performance for each, that is used to identify the **score** that best describes an employee's **level of performance** for each skill.

#### **Pros:**

- Meanings, interpretations, and dimensions being rated are clear
- Useful and accurate
- Quantitative rating
- Most popular tool

#### **Cons:**

- Lacks individualized feedback and recommendations



## Example of Graphic Rating Scale

RATING IDENTIFICATION				
<b>O—Outstanding</b> —Performance is exceptional in all areas and is recognizable as being far superior to others.		<b>I—Improvement Needed</b> —Performance is deficient in certain areas. Improvement is necessary.		
<b>V—Very Good</b> —Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis.		<b>U—Unsatisfactory</b> —Results are generally unacceptable and require immediate improvement. No merit increase should be granted to individuals with this rating.		
<b>G—Good</b> —Competent and dependable level of performance. Meets performance standards of the job.		<b>N—Not Rated</b> —Not applicable or too soon to rate.		
GENERAL FACTORS	RATING SCALE		SUPPORTIVE DETAILS OR COMMENTS	
1. <b>Quality</b> —The accuracy, thoroughness, and acceptability of work performed.	O <input type="checkbox"/>	100–90	Points	
	V <input type="checkbox"/>	90–80	<input type="text"/>	
	G <input type="checkbox"/>	80–70		
	I <input type="checkbox"/>	70–60		
	U <input type="checkbox"/>	below 60		
2. <b>Productivity</b> —The quantity and efficiency of work produced in a specified period of time.	O <input type="checkbox"/>	100–90	Points	
	V <input type="checkbox"/>	90–80	<input type="text"/>	
	G <input type="checkbox"/>	80–70		
	I <input type="checkbox"/>	70–60		
	U <input type="checkbox"/>	below 60		
3. <b>Job Knowledge</b> —The practical/technical skills and information used on the job.	O <input type="checkbox"/>	100–90	Points	
	V <input type="checkbox"/>	90–80	<input type="text"/>	
	G <input type="checkbox"/>	80–70		
	I <input type="checkbox"/>	70–60		
	U <input type="checkbox"/>	below 60		
4. <b>Reliability</b> —The extent to which an employee can be relied upon regarding task completion and follow-up.	O <input type="checkbox"/>	100–90	Points	
	V <input type="checkbox"/>	90–80	<input type="text"/>	
	G <input type="checkbox"/>	80–70		
	I <input type="checkbox"/>	70–60		
	U <input type="checkbox"/>	below 60		



## Approaches to Measuring Performance

### 7. Behaviorally Anchored Rating Scales (BARS)

An appraisal method that improve on **graphic rating scales** by using **critical incidents** as **anchors**.

#### Developing BARS (5 steps):

1. Identify important job dimensions
2. Generate critical incidents at various levels of performance
3. Match incidents to dimensions
4. Scale the incidents
5. Develop a final instrument



## Approaches to Measuring Performance

### 7. Behaviorally Anchored Rating Scales (BARS)

#### Developing BARS (5 steps)

##### 1. Identify job dimensions

- Have a group of employees who know the job (jobholders and /or supervisors) identify all the important dimensions of a job , e.g. “Salesmanship skills”

##### 2. Generate critical incidents

- Have another group to generate critical incidents illustrating low, average and high levels of performance. For each dimension



## Approaches to Measuring Performance

### 7. Behaviorally Anchored Rating Scales (BARS)

#### Developing BARS (5 steps)

##### 3. Match incidents to dimensions

- A third group takes each dimension and the accompanying definition and a randomized list of critical incidents. They must match the critical incidents with the correct dimensions.

##### 4. Scale the incidents

- A group of judges assigns a scale value to each incident.

##### 5. Develop a final instrument

- Choose about 6 or 7 out of the incidents assigned to each dimension as the dimension's behavioral anchors.





### SALESMANSHIP SKILLS

Skillfully persuading prospects to join the navy; using navy benefits and opportunities effectively to sell the navy; closing skills; adapting selling techniques appropriately to different prospects; effectively overcoming objections to joining the navy.

- 9 — A prospect stated he wanted the nuclear power program or he would not sign up. When he did not qualify, the recruiter did not give up; instead, he talked this young man into electronics by emphasizing the technical training he would receive.
- 8 — The recruiter treats objections to joining the navy seriously; he works hard to counter the objections with relevant, positive arguments for a navy career.
- 7 — When talking to a high school senior, the recruiter mentions names of other seniors from that school who have already enlisted.
- 6 — When an applicant qualifies for only one program, the recruiter tries to convey to the applicant that is a desirable program.
- 5 — When a prospect is deciding on which service to enlist in, the recruiter tries to sell the navy by describing navy life at sea and adventures in port.
- 4 — During an interview, the recruiter said to the applicant. I'll try to get you the school you want, but frankly it probably won't be open for another three months, so why don't you take your second choice and leave now.
- 3 — The recruiter insisted on showing more brochures and films even though the applicant told him he wanted to sign up right now.
- 2 — When a prospect states an objection to being in the navy, the recruiter ends the conversation because he thinks the prospect must not be interested.
- 1 —

## Example of a Behaviorally Anchored Rating Scale for the Dimension *Salesmanship* *Skill*

Source:Walter C. Borman, "Behavior Based Rating," in Ronald A. Berk (ed.), *Performance Assessment: Methods and Applications* Baltimore, MD: Johns  
.103 .p ,(1986Hopkins University Press,



## Approaches to Measuring Performance

### 7. Behaviorally Anchored Rating Scales (BARS)

#### Advantages of using a BARS

##### 1- A more accurate gauge:

- People who know and do the job and its requirements better than anyone develop the BARS. This should produce a good gauge (measure) of job performance.

##### 2- Clearer standards:

- The critical incidents along the scale make clear what to look for in terms of superior performance, average performance, and so on.

##### 3- Feedback:

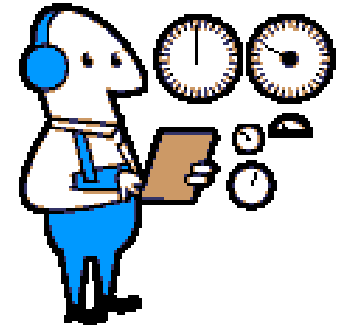
- The critical incidents make it easier to explain the ratings to appraisees.



## Approaches to Measuring Performance

### 7. Behaviorally Anchored Rating Scales (BARS)

#### Advantages of using a BARS



#### 4- Independent dimensions:

- Systematically clustering the critical incidents into 5 or 6 performance dimensions should help to make each dimension more independent to others. Less problems (Halo effect, leniency and strictness... ( ,

#### 5- Consistency:

- BARS-based appraisals seem to be relatively consistent and reliable, in that different raters' appraisals of the same person tend to be similar.



# Feedback & Assessment

- Minute Paper (please write down what you've learned in this lecture? and what remains to be answered?)



# Case Study

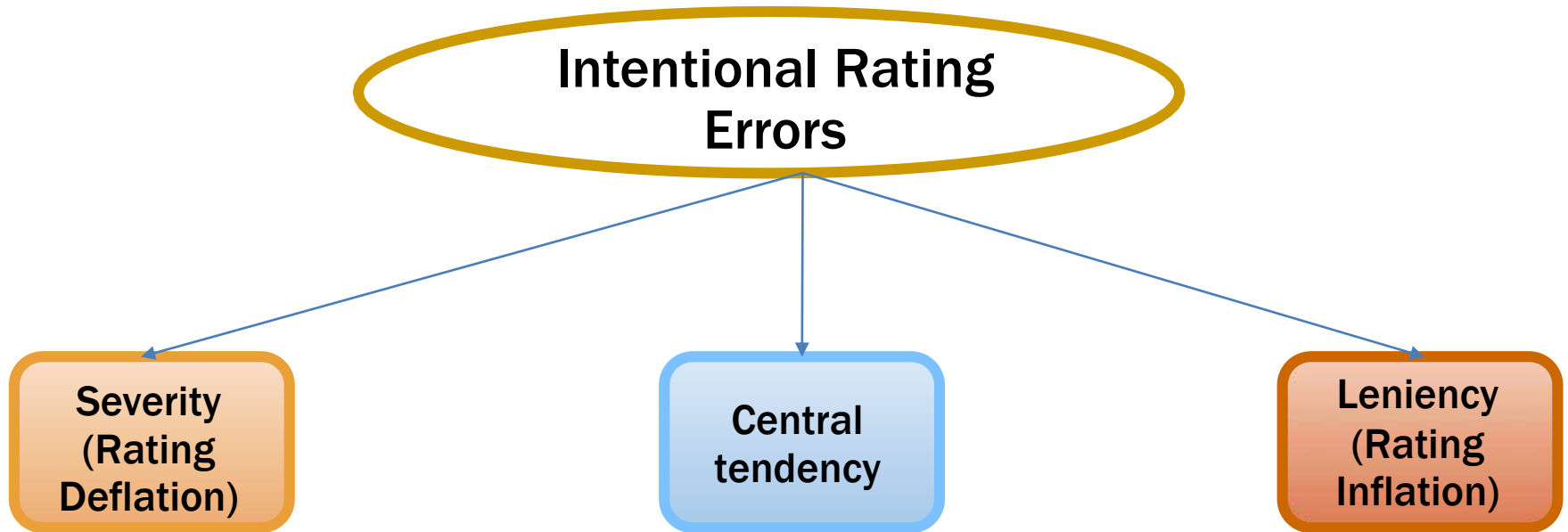
- Read the case: *“St. Jessica’s Urban Medical Center Emergency Room.”*
- Discuss the case questions within a group of 4 students
- Present your answers to the class





# Dealing with Performance Appraisal Problems

## Rating Errors





# Dealing with Performance Appraisal Problems

## Rating Errors

### Central tendency

—A tendency to rate all employees the same way, such as rating them all average. (Middle filling )

### Severity/leniency

—The problem that occurs when a supervisor has a tendency to rate all subordinates either high or low.



# Dealing with Performance Appraisal Problems

## Rating Errors

### Motivations for Rating Inflation:

- Encourage employees
- Avoid appeals
- Avoid confrontation with employees
- Promote undesired employees out of unit
- Make manager look good to his/her employees

### Motivations for Rating Deflation:

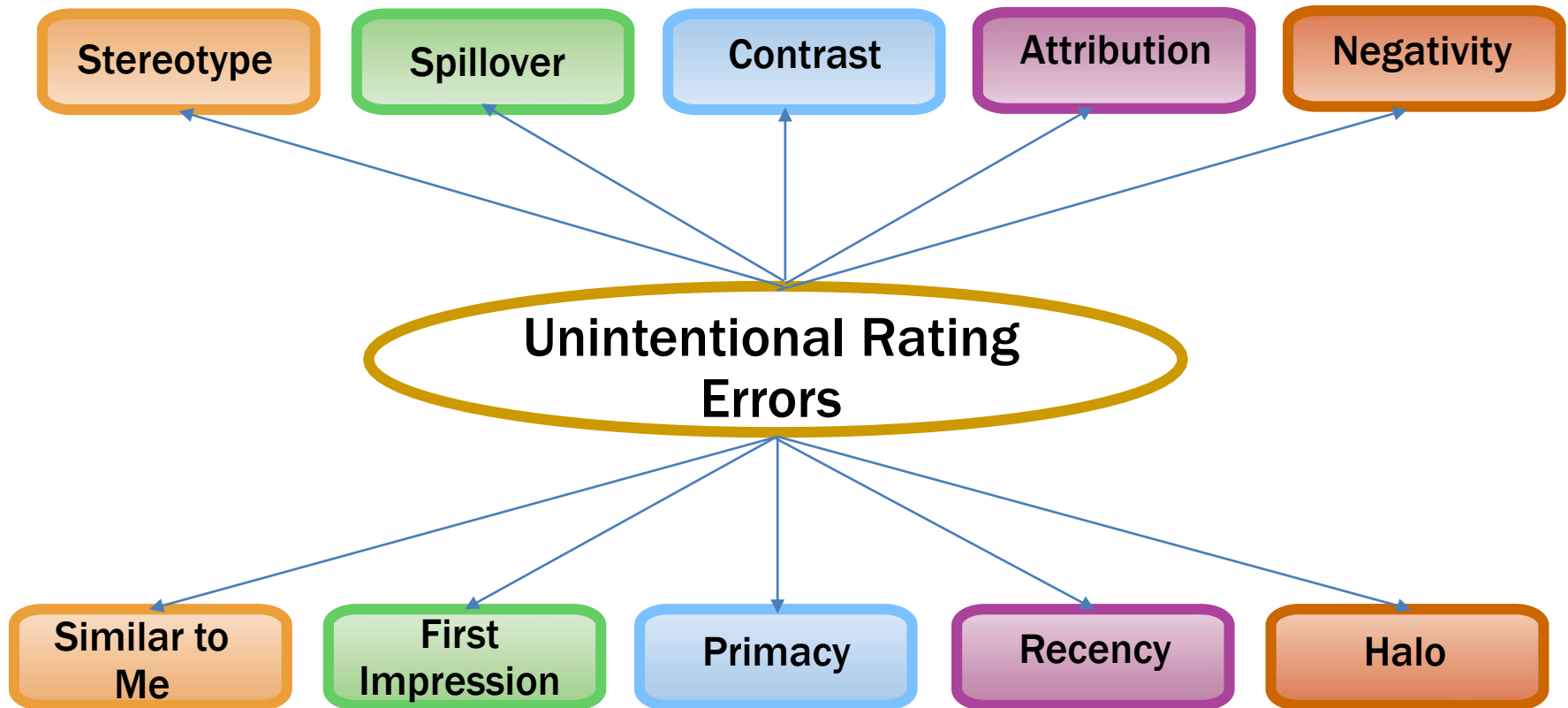
- Shock employees, teach a lesson, or send a message to employee
- Build a written record of poor performance





# Dealing with Performance Appraisal Problems

## Rating Errors





# Dealing with Performance Appraisal Problems

## Rating Errors

### Halo effect

—Occurs when a supervisor's rating of a subordinate on one trait biases the rating of that person on other traits.

### Primacy

—Occurs when performance evaluation is influenced mainly by information collected during the initial phases of the review period.

### Recency

—Occurs when performance evaluation is influenced mainly by information collected during the last portion of the review period.





# Dealing with Performance Appraisal Problems

## Rating Errors

### First Impression error

—Occurs when a supervisor makes an initial favorable or unfavorable judgment about an employee and then ignores subsequent evidence that does not support the initial impression.

### Spillover

—Occurs when scores from previous review periods unjustly influence current ratings.

### Attribution error

—Occurs when a supervisor attributes poor performance to an employee's dispositional tendencies (e.g. abilities and skills) instead of the situation (e.g. obsolete equipment).





# Dealing with Performance Appraisal Problems

## Rating Errors

### Recommendations to Reduce Rating Distortions:

- Have raters justify their ratings and deliver their ratings in a face-to-face meeting
- Understand and rectify motivation to commit intentional distortions
- Train raters on different errors and their causes
- Have raters compile positive and negative critical incidents as they occur
- Use the right appraisal tools. Each tool has its own pros and cons (i.e. combine ranking methods with Graphic Rating Scale to minimize opportunities for distortion)
- .



# Who Should Do the Appraising?

1. Peer Appraisals
2. Rating Committees
3. Self Ratings
4. Appraisal by Subordinates
5. 360-Degree Feedback





# Who Should Do the Appraising?

## *1- The immediate supervisor:*

–Supervisors' ratings are the heart of most appraisals. He is in the best position to observe and evaluate the subordinate's performance.

## *2- Peers:*

- The appraisal of an employee by his/her peers.
- It can predict future management success.

## *3- Rating committees:*

- Consisting of the employee's immediate supervisor and 3 or 4 other supervisors, their composite rating tend to be more reliable, fair and valid with less appraisal problems.
- At least we should have one manager immediately above the supervisor who makes the appraisal.



# Who Should Do the Appraising?

## ***4- Self-ratings:***

- The employees appraising themselves.
- The basic problem is that employees usually rate themselves higher than they are rated by supervisors or peers.

## ***5- Subordinates: (upward feedback)***

- Some firms may let subordinates anonymously rate their supervisor's performance.
- This helps top managers diagnose management styles, identify potential people problems, and take corrective actions.

## ***6- 360-Degree feedback***

- Many firms expanded the idea of upward and peer feedback into -360“degree feedback”
- Rating are collected “all around” an employee from supervisors, subordinates, peers, and other raters.



# Performance Appraisal Roles

## Supervisors

- Usually do the actual **appraising**.
- Must be **familiar** with basic appraisal techniques.
- Must understand and avoid **problems** that can cripple appraisals.
- Must know how to **conduct** appraisals **fairly**.







# Performance Appraisal Roles

## HR department

- Serves a **policy-making** and advisory role.
- Provides advice and **assistance** regarding the appraisal tool to use.
- Prepares forms and **procedures** and insists that all departments **use** them.
- Responsible for **training** supervisors to improve their appraisal skills.
- Responsible for **monitoring** the system to ensure that appraisal formats and criteria comply with EEO laws and are up to date.



# Managing the Appraisal Interview

- Prepare
- Plan
- Measure Success
- Date to Complete
- Coach





# Managing the Appraisal Interview

## Guidelines to Conducting the Appraisal Interview

- Objective data
- Don't get personal
- Encouragement
- Agreement

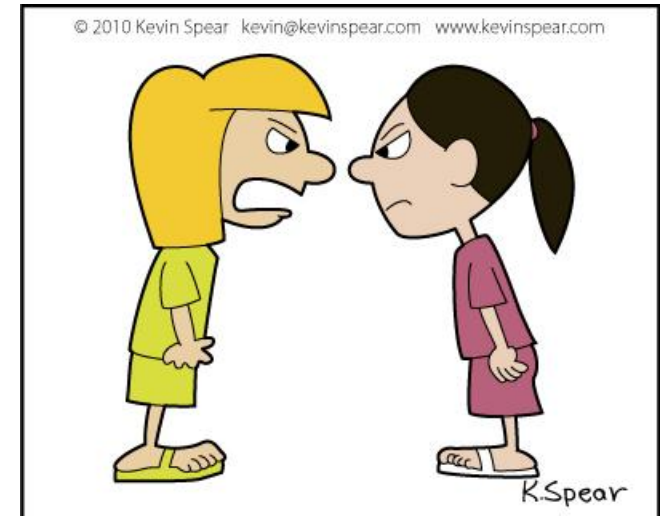




# Managing the Appraisal Interview

## How to Handle a Defensive Subordinate

- Recognize behavior
- Never Attack defenses
- Postpone Action
- Recognize Limitations



"I am NOT upset. I'm just more animated than usual."



# Managing the Appraisal Interview

## How to Criticize a Subordinate Constructively

- Do it in a manner that lets the person maintain his or her **dignity** and sense of worth.
- Criticize in **private**, and do it constructively.
- Give daily **feedback** so that the review has no surprises.
- Never say the person is “**always**” wrong.
- Criticism should be **objective** and free of biases.
- Give the **subordinate** the opportunity to **present** his or her ideas and feelings and to influence the course of the interview.
- Offer the subordinate the necessary **support** for development and change.





# Managing the Appraisal Interview

## How to Handle a Formal Written Warning

### - Purposes of the written warning

- To shake your employee out of **bad habits**.
- Help you **defend** your rating, both to your own boss and (if needed) to the courts.

### - Written warnings should:

- Identify **standards** by which employee is judged.
- Make clear that employee was **aware** of the standard.
- Specify **deficiencies** relative to the standard.
- Indicates employee's prior opportunity for **correction**.





# Managing the Appraisal Interview

## Improving Employee Engagement

1. Take the opportunity to show the employee how his or her efforts contribute to the “big picture”—to his or her team’s and the company’s success.
2. Use the interview to emphasize the significance to the company of what the employee is doing.
3. Be candid, objective and supportive. Balance your emphasis on employee’s strengths and development areas.
4. Make sure your employee has what he or she needs to do a good job.



# Managing the Appraisal Interview

## Improving Employee Engagement

5. Listen to the employee's ideas and value their contributions.
6. Discuss the person's evaluation in the context of where he or she sees himself or herself heading career-wise.
7. Make sure that the interviewee views the appraisal and the rewards or remedial actions as fair.





# Role Play

- Two students will volunteer to perform the role play: “Appraisal *Appeal Meeting*”
- The rest of the class will observe and then evaluate what happened in the meeting





# HOME ASSIGNMENT

1. Assess your current organization's performance management system. Recommend any needed improvements.
2. Develop a performance appraisal tool that suites your recommendations.





# Feedback & Assessment

Minute Paper (please write down what you've learned in this lecture? and what remains to be answered?)



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# Lecture 7



# Career Management



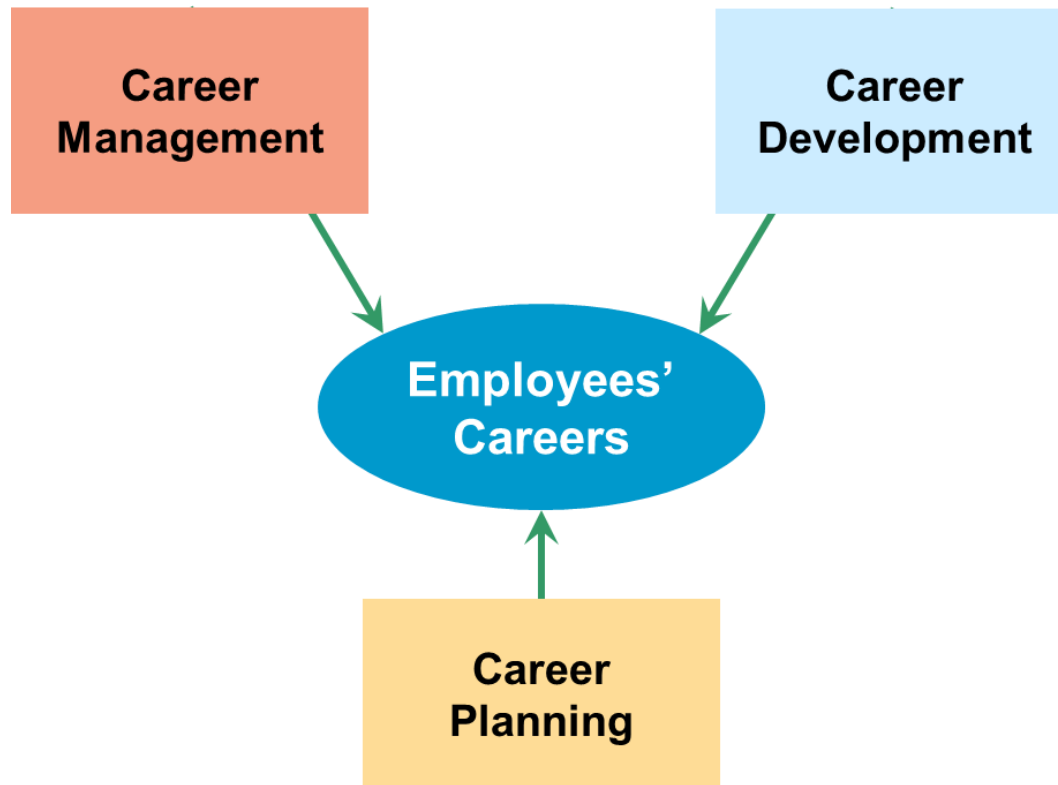


# LEARNING OUTCOMES

1. Compare and contrast coaching and mentoring and describe the importance of each.
2. Compare employers' traditional and career planning-oriented HR focuses.
3. Explain the employee's, manager's, and employer's career development roles.
4. Describe the issues to consider when making promotion decisions.
5. Define talent management and give an example of an actual talent management system.



# The Basics Of Career Management





# The Basics of Career Management

- **Career**

- A sequence of related jobs usually pursued within a given industry or specialty.
- A life-time journey of work, learning, and growth.

## **Career management**

- - The process for enabling employees to better **understand** and **develop** their **career skills** and **interests**, and to **use** these skills and interests more effectively.





# The Basics of Career Management

- **Career development**

- The lifelong series of activities that contribute to a person's career **exploration**, **establishment**, **growth**, and **fulfillment**.

- **Career planning**

- portraying what a person will want to **be**, **learn**, and **do**. It aligns the person's **career choices** with his or her **strengths** and **preferences**
  - The deliberate process through which someone becomes **aware** of personal skills, interests, knowledge, motivations, and other characteristics; and establishes **action plans** to attain specific career goals.



## Traditional Versus Career Development Focus

HR Activity	Traditional Focus	Career Development Focus
<b>Human resource planning</b>	Analyzes jobs, skills, tasks—present and future. Projects needs. Uses statistical data.	Adds information about individual interests, preferences, and the like to replacement plans.
<b>Recruiting and placement</b>	Matching organization's needs with qualified individuals.	Matches individuals and jobs based on variables including employees' career interests and aptitudes.
<b>Training and development</b>	Provides opportunities for learning skills, information, and attitudes related to job.	Provides career path information. Adds individual development plans.
<b>Performance appraisal</b>	Rating and/or rewards.	Adds development plans and individual goal setting.
<b>Compensation and benefits</b>	Rewards for time, productivity, talent, and so on.	Adds tuition reimbursement plans, compensation for non–job-related activities such as United Way.



# Roles in Career Development

## The Individual

- Accept responsibility for your own career.
- Assess your interests, skills, and values.
- Seek out career information and resources.
- Establish goals and career plans.
- Utilize development opportunities.
- Talk with your manager about your career.
- Follow through on realistic career plans.





# Roles in Career Development

## The Manager

- Provide timely performance feedback.
- Provide developmental assignments and support.
- Participate in career development discussions.
- Support employee development plans.





# Roles in Career Development

## The Organization

- Communicate mission, policies, and procedures.
- Provide training and development opportunities, including workshops.
- Provide career information and career programs.
- Offer a variety of career paths.
- Provide career-oriented performance feedback.
- Provide mentoring opportunities to support growth and self-direction.
- Provide employees with individual development plans.
- Provide academic learning assistance programs.





# Managers as Coaches and Mentors

## Coaching is:

▶ teaching sales skills

▶ sales planning

▶ company objectives

▶ tactical

▶ tangible

▶ short term

## Mentoring is:

▶ developing career skills

▶ goal setting

▶ personal development

▶ strategic

▶ visionary

▶ long term





# What Effective Mentors Do/Have

1. Set High Standards
2. Invest The Time
3. Actively Steer Protégés
4. Build Trust
5. Professional Competence
6. Consistency
7. Ability to Communicate
8. Readiness to Share Control





# Sample Employee Career Development Plan

Source: Reprinted from www.HR.BLR.com with permission of the publisher *Business and Legal Reports Inc.*, 141 Mill Rock Road East, Old Saybrook, CT © 2004.

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## Employee Career Development Plan

**Employee:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Manager:** \_\_\_\_\_ **Department:** \_\_\_\_\_

Date of Appraisal: \_\_\_\_\_

1. What is the next logical step up for this employee, and when do you think he or she will be ready for it?

Probable Next Job:	When Ready:			
	Now	6 Months	1 Year	2 Years
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is the highest probable promotion within five years?

3. What does this employee need to prepare for promotion?

- Knowledge: \_\_\_\_\_

Action Plan: \_\_\_\_\_

- Skill Training: \_\_\_\_\_

Action Plan: \_\_\_\_\_

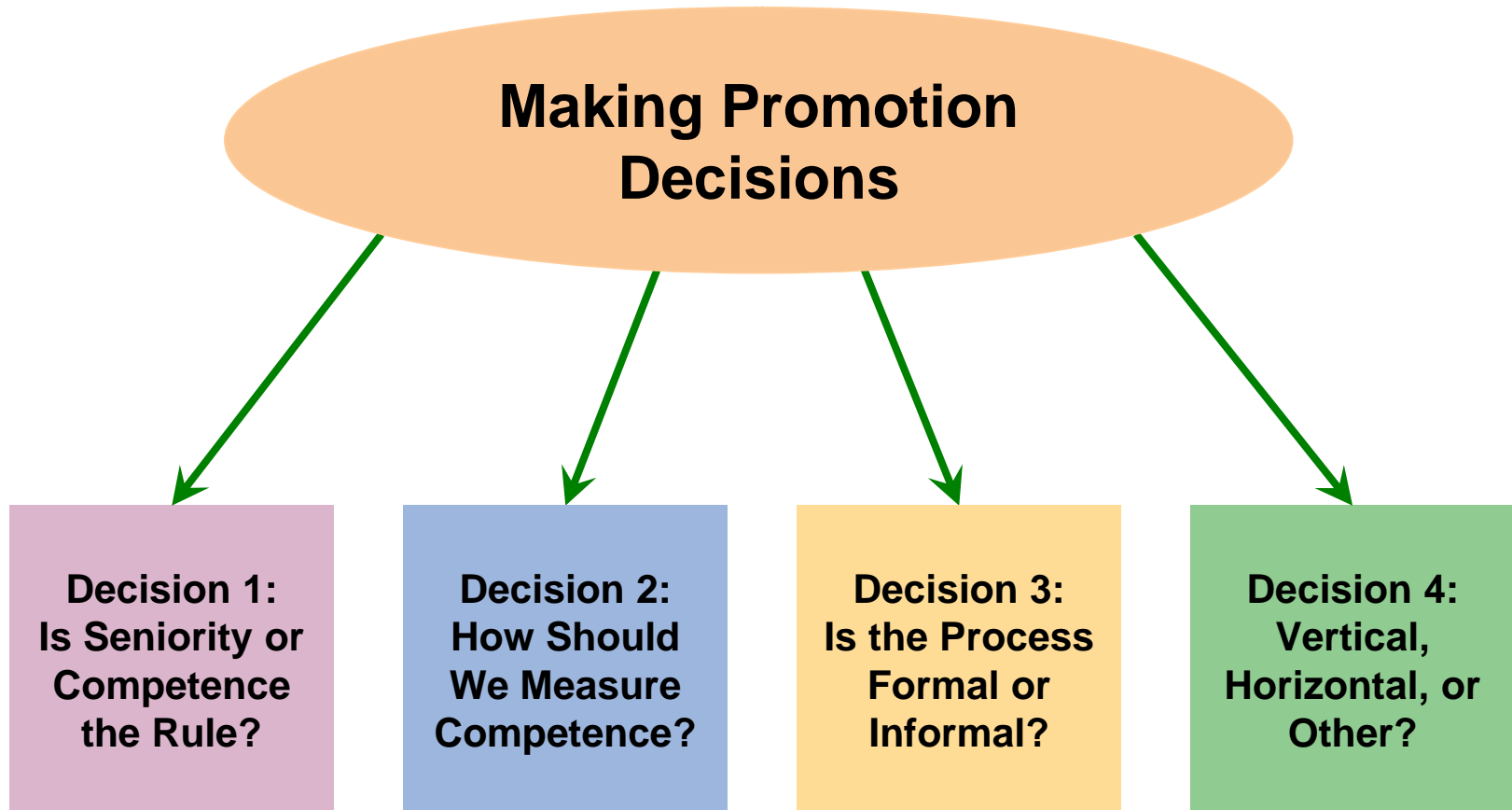
- Management Training: \_\_\_\_\_

Action Plan: \_\_\_\_\_





# Managing Promotions and Transfers





# Managing Transfers

- **Employees' reasons for desiring transfers**
  - Personal **enrichment** and **growth**
  - More **interesting** job
  - Greater **convenience** (better hours, location)
  - **Advancement** and **liberty**
- **Employers' reasons for transferring employees**
  - To **vacate** a position when an employee is no longer needed.
  - To **fill** a position when employee is needed
  - To find a **better fit** for the employee's skills and interests
  - To **boost productivity** by consolidating positions.



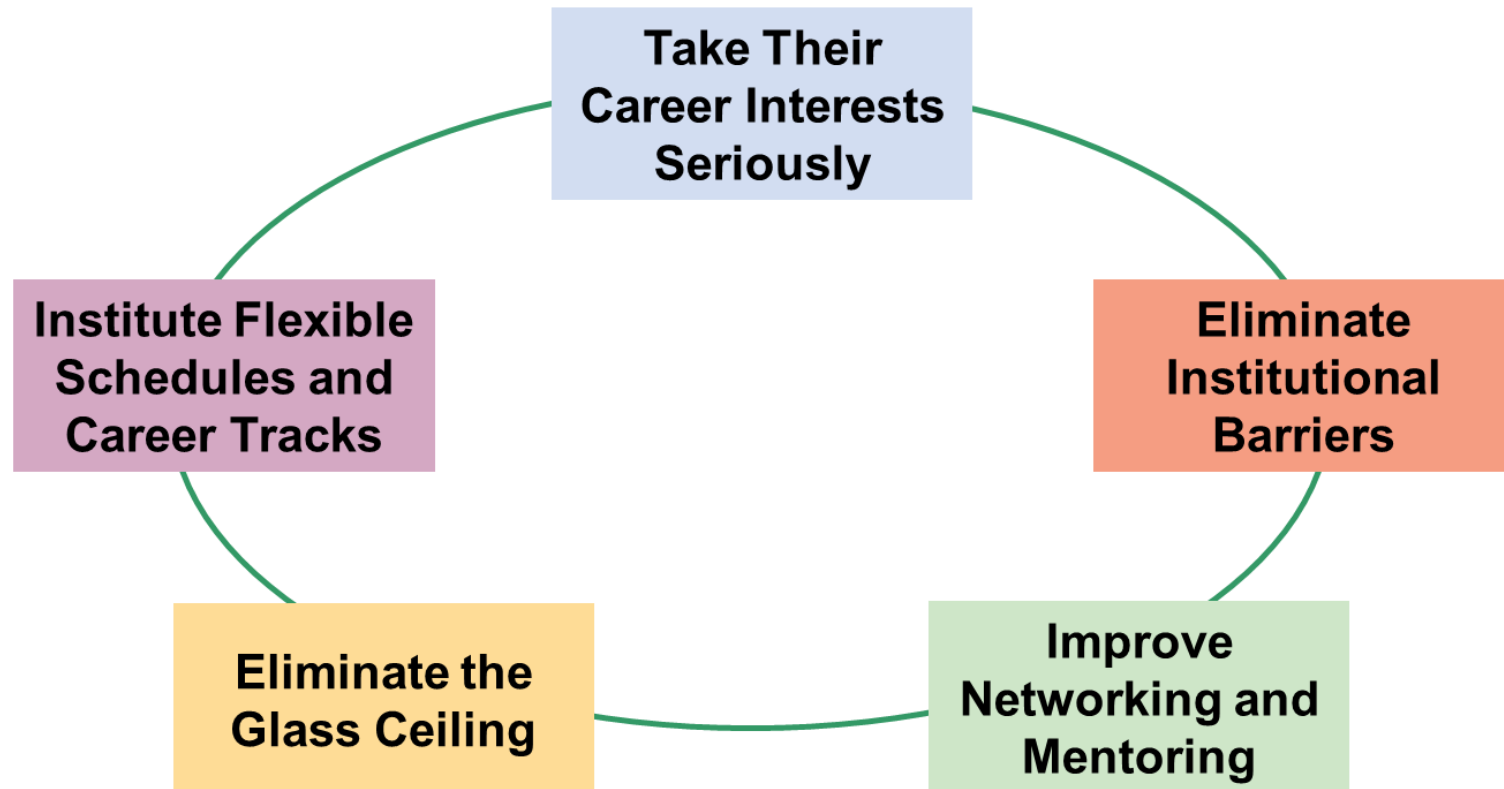
# Enhancing Diversity through Career Management

## Sources of bias and discrimination in promotion decisions:

- The “**old-boy network**”
- A **lack** of **mentors**.
- A **lack** of **developmental** opportunities ( glass ceiling )
- A **lack** of **role models** for members of the same racial or ethnic group.
- **Inflexible** career paths



# Taking Steps to Enhance Diversity: Women's and Minorities' Prospects



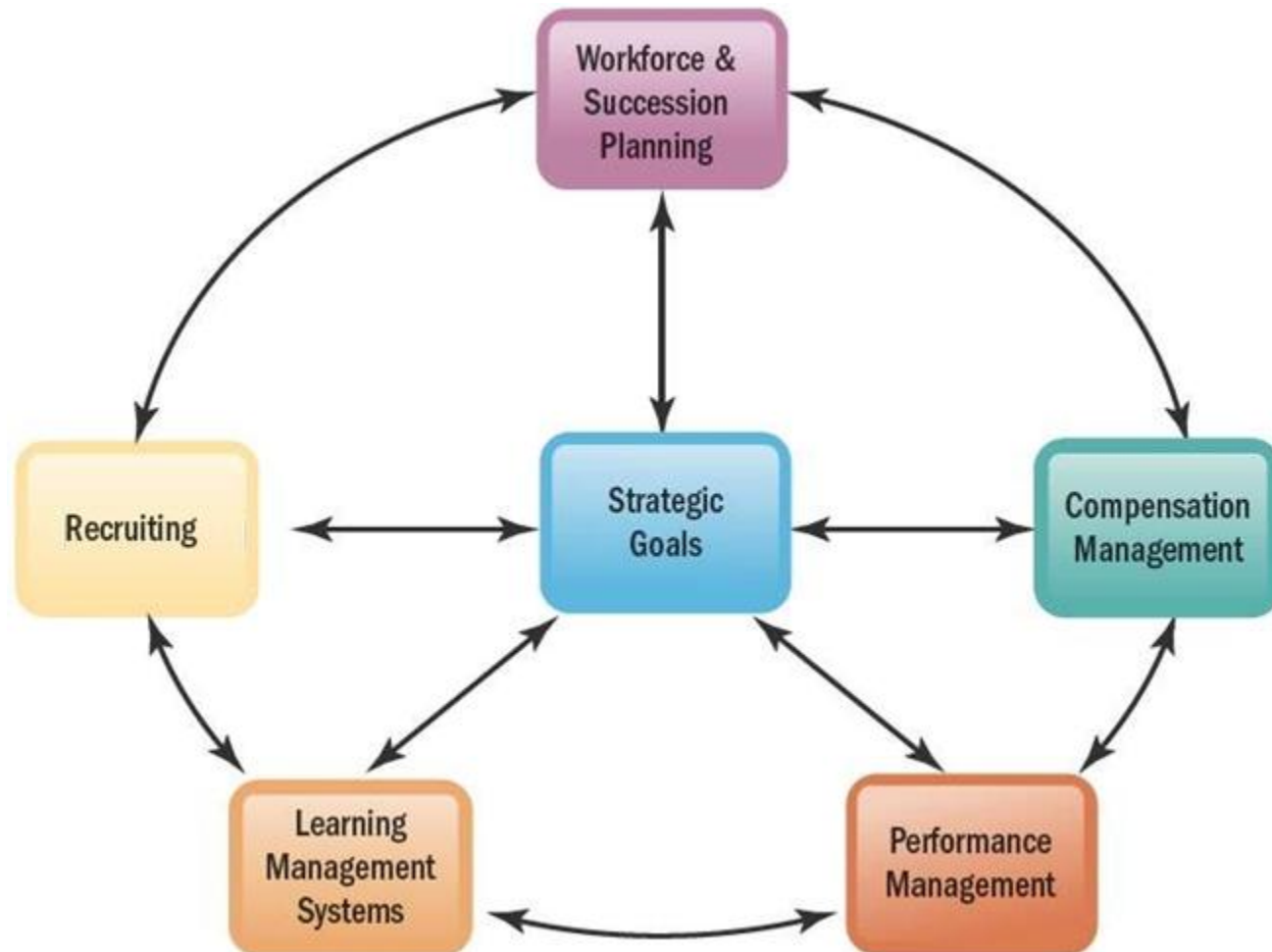


# Talent Management

- Is the end-to-end process of **planning, recruiting, developing, motivating, and compensating** employees throughout the organization.
- Requires coordinating **several** human resources **activities**, in particular workforce acquisition, assessment, development, and retention.
- Is **career management** from the employer's point of view.



## The Talent Management Process





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# Career Management Appendix



# Identify Your Career Stage

- Exploration stage
- Growth stage
- Establishment stage
  - Trial substage
  - Stabilization substage
  - Midcareer crisis substage
- Maintenance Stage
- Decline Stage







# Identify Your Occupational Orientation

- Realistic orientation
- Investigative orientation
- Social orientation
- Conventional orientation
- Enterprising orientation
- Artistic orientation





# Choosing an Occupational Orientation

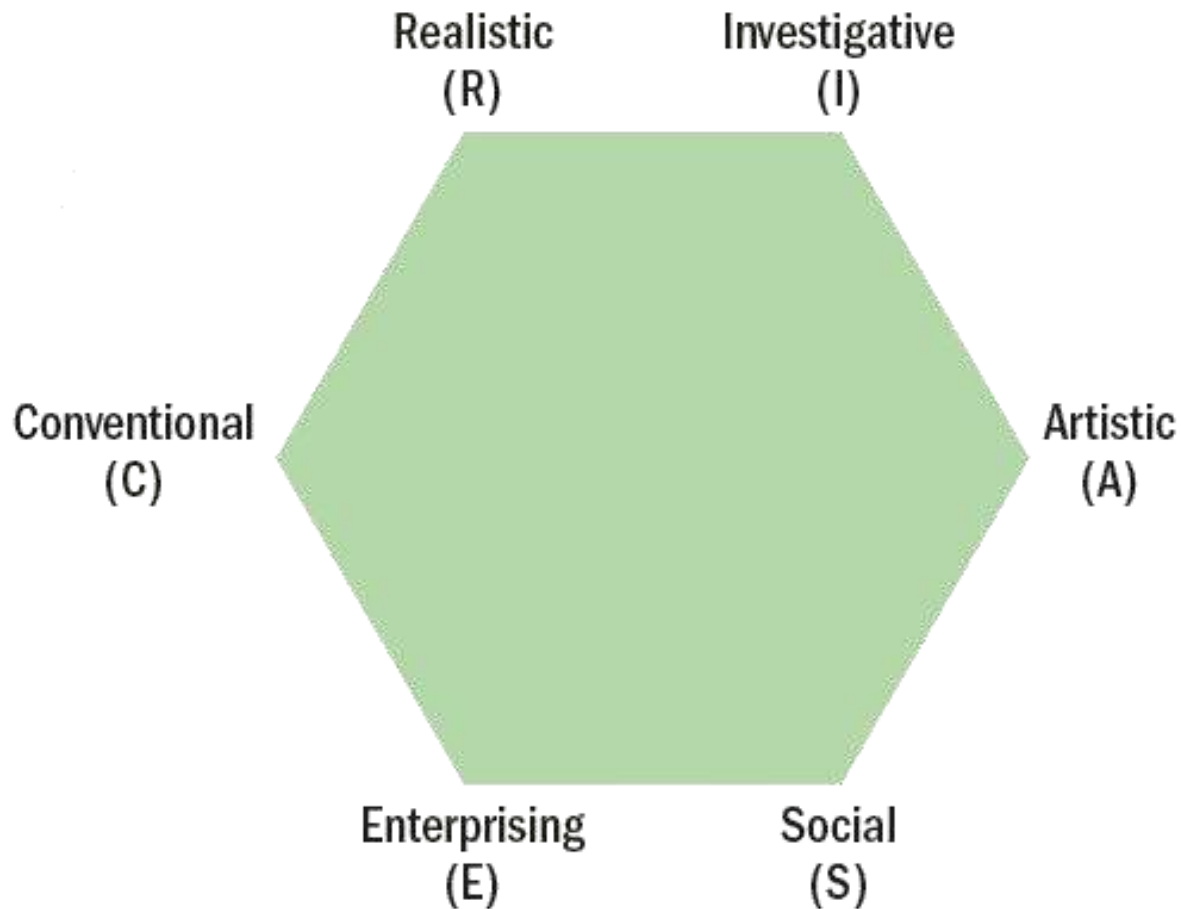
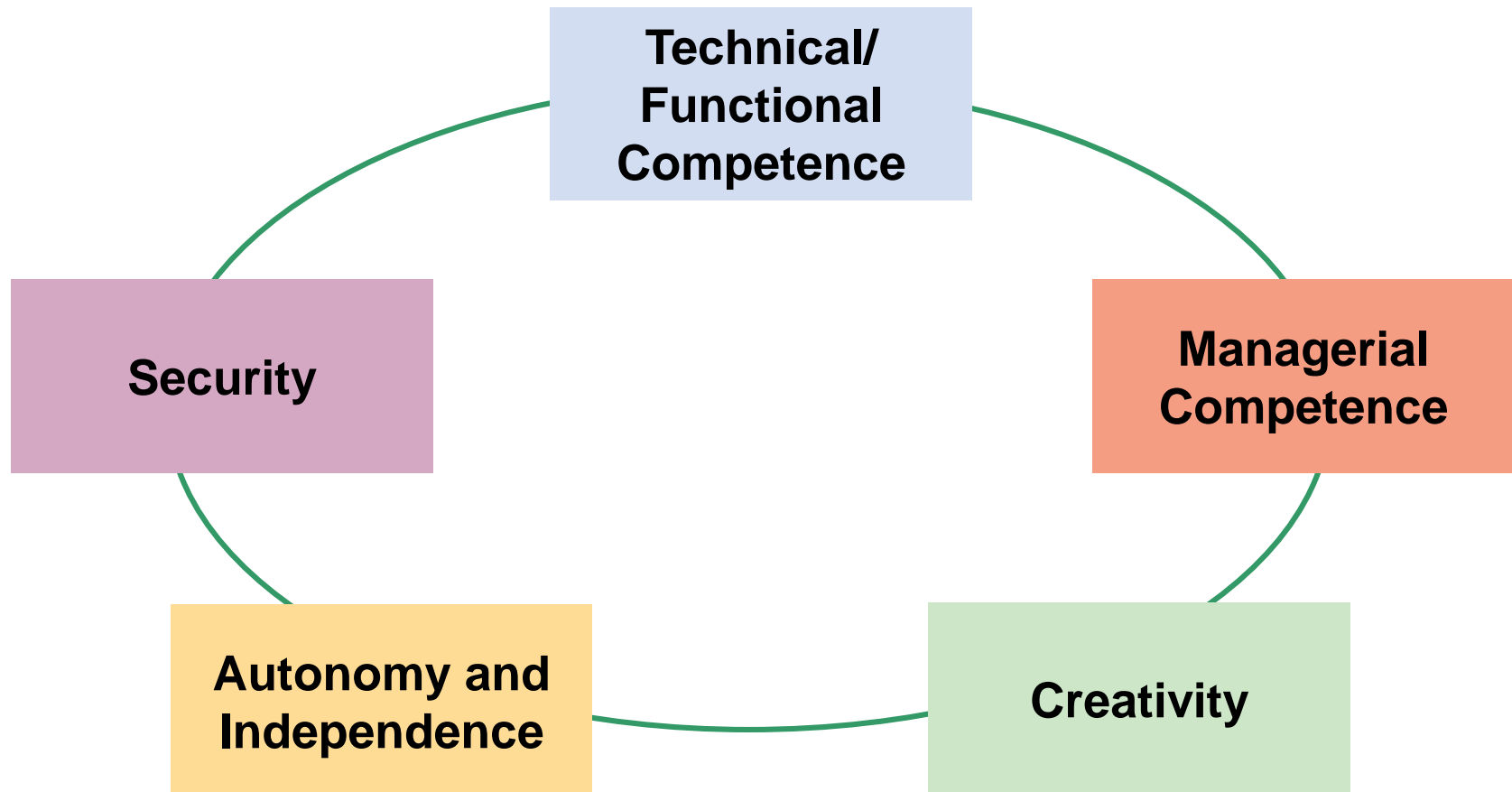


Figure 10–A1



# Identify Your Career Anchors





# Class Exercise

Complete the following self-assessments and interpret your results:

- What Are My Occupational Interests?
- What Motivates Me At Work?
- What Are My Skills?
- What's My Personality Type?
- Do I Have What It Takes To Become An Entrepreneur?





# Finding the Right Job

- Do Your Own Local Research
- Personal **Contacts**
- Answering **Advertisements**
- **Employment** seicnegA
- Executive **Recruiters**
- Career **Counselors**
- Executive Marketing **Consultants**
- Employers' **Web Sites**





# Writing Your Résumé

- **Introductorynotiamrofni**
- **Job Objective**
- **Job Scope**
- **Your Accomplishments**
- **Length**
- **PersonalataD**
- **Make Your Résumé Scannable**





# Handling the Interview

- **Prepare** paper, paper,
- Uncover the **Interviewer's Needs**
- **Relate Yourself** to the Person's Needs
- **Think** news and a role
- Make a Good **Appearance** and Show Enthusiasm





# Home Assignment

Complete your career management plan,  
including:

- Career profile
- Career options
- Career goals







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# Lecture 8



# CAREER DEVELOPMENT



Managing Your Career – Self Assessment



## Step 1: Self Assessment

### Welcome to Step 1!



Completing Step 1 will help you to:

- Understand why self assessment is a key factor leading to career success
- Conduct a complete assessment of your personality, interests, values, skills, learning needs and self-employment potential
- Know what you are looking for in your career

### The First Step to Career Success!





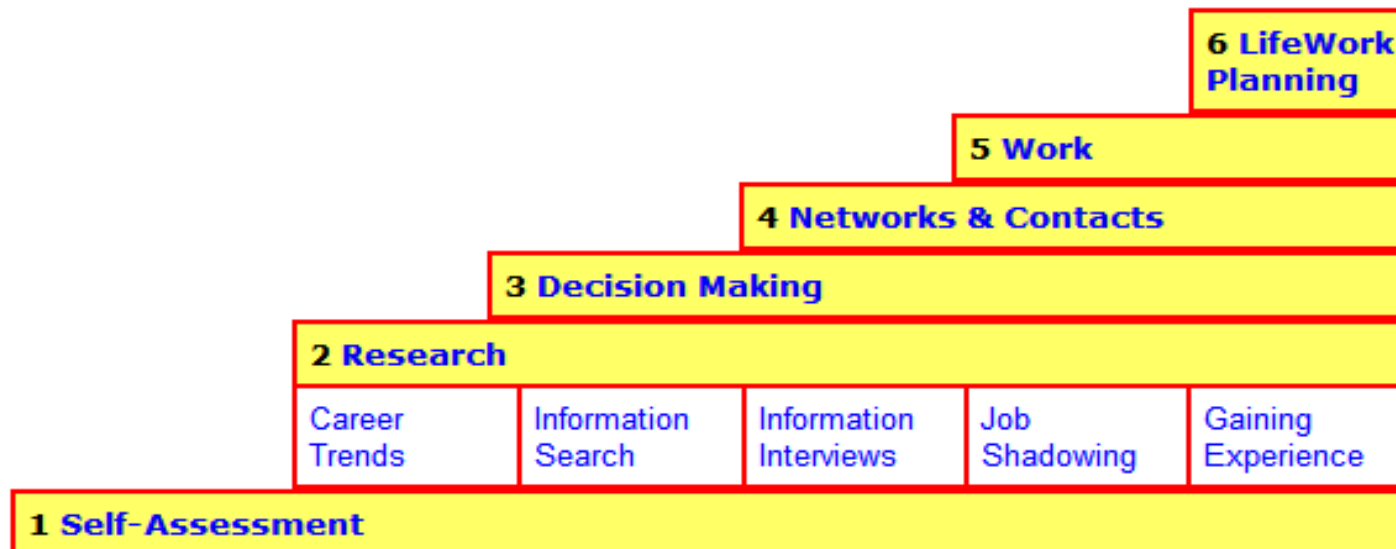
## Step 2: Research

### The Second Step to Career Success!



This section will help you to:

- Discover the wide range of work available
- Find out the specifics of a particular job
- Detect work-related trends





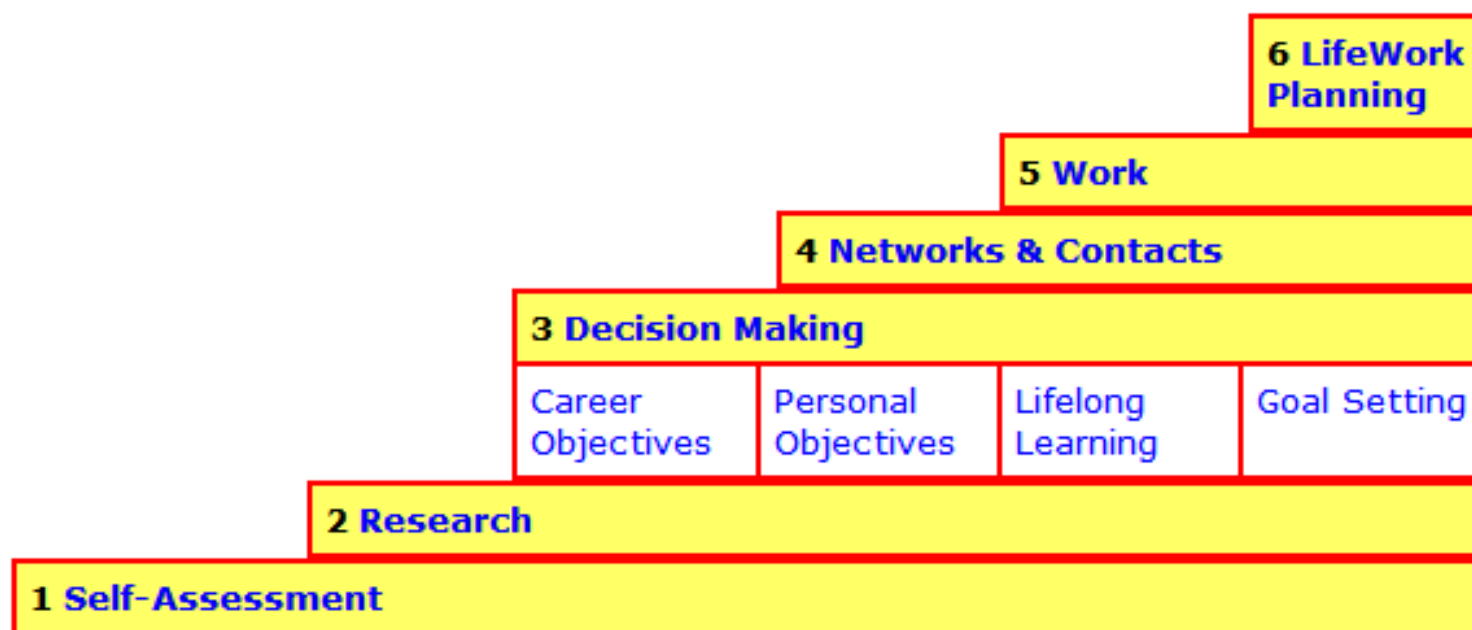
## Step 3: Decision Making

### The Third Step to Career Success!



This section will help you:

- Establish objectives in the areas of career, personal, community service and lifelong learning
- Make decisions, set goals and write a career action plan





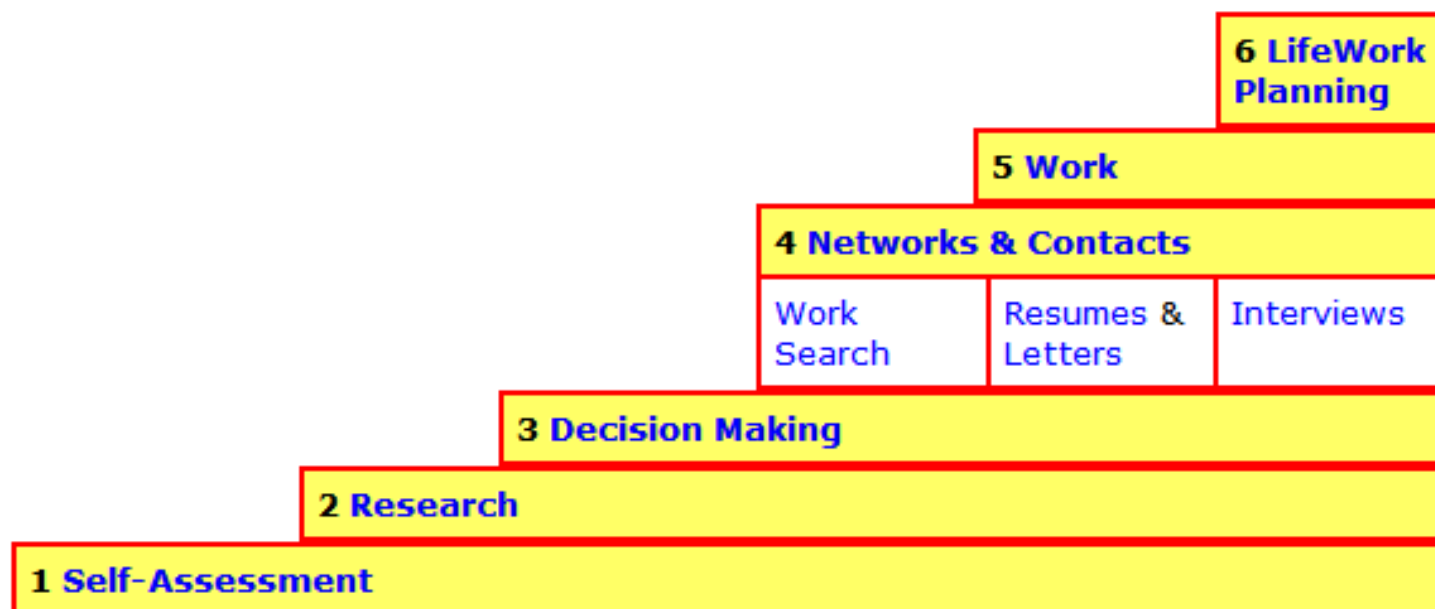
## Step 4: Networks & Contacts

### The Fourth Step to Career Success!



In Step 4, Networks & Contacts, you will learn how to:

- Search for work or job openings
- Prepare resumes and letters
- Present your qualifications in an interview





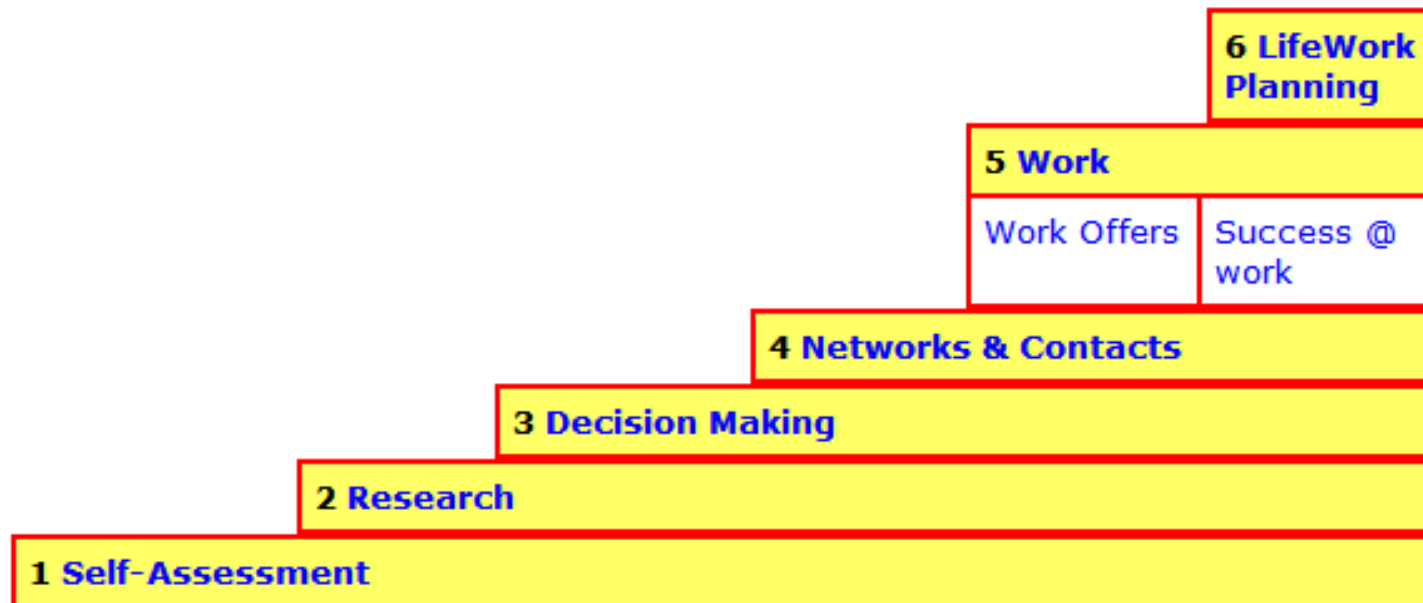
## Step 5: Work

### The Fifth Step to Career Success!



This section will help you to:

- Assess offers for work
- Fit into your new role and organization
- Continue to learn from your experiences at work





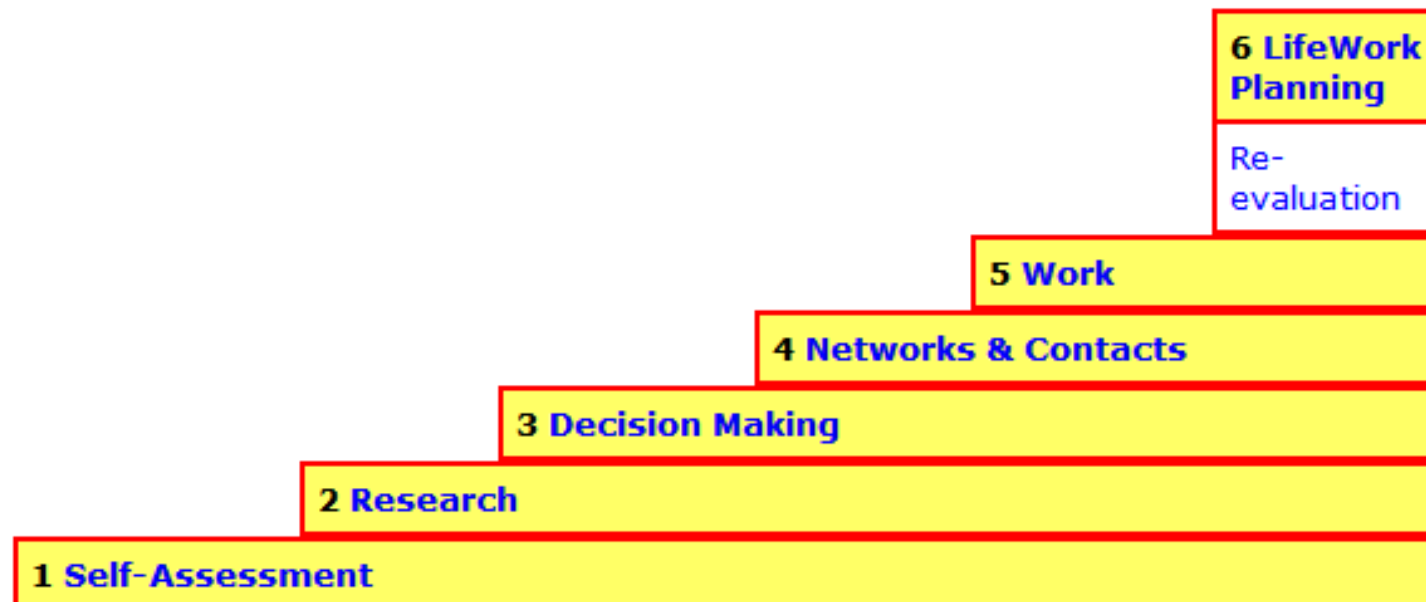
## Step 6: LifeWork Planning

### The Six Step to Career Success!



This section will help you to:

- Recognize the role of the future in your current planning efforts
- Take actions on an on-going basis to build your career over time







# Feedback & Assessment

- Minute Paper (please write down what you've learned in this lecture? and what remains to be answered?)

# Remember to .....



# Thanks for your time ....